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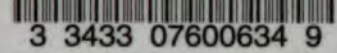
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New York

1877

ANNUAL REPORT

Board of Education

NEWBURGH, N. Y.



1902

FISCAL YEAR ENDING SEPTEMBER 30.

SCHOOL YEAR ENDING JUNE 30...



ANNUAL REPORT

OF THE

Compliments of

Thos. M. Hawthorne

Librarian.

ion,

CITY OF NEWBURGH, N. Y.

FOR THE SCHOOL YEAR ENDING JUNE 30

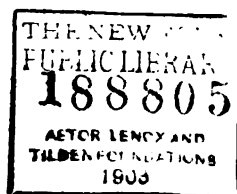
AND THE

FISCAL YEAR ENDING SEPTEMBER 30,

1902.

PRESS OF THE NEWBURGH NEWS,
40-42 GRAND STREET, NEWBURGH, N. Y.
NOVEMBER, 1902.

STF p. box



NEW YORK
PUBLIC
LIBRARY

School Calendar.

1902-3.

September 9.....	First Term Began
November 28 and 29.....	Thanksgiving Holidays
December 24—January 6.....	Holiday Vacation
January 31.....	First Term Ends
February 3.....	Second Term Begins
February 12.....	Lincoln's Birthday
February 22.....	Washington's Birthday
April 25 to May 5.....	Spring Vacation
April 25.....	Arbor Day
May 30.....	Memorial Day
May 23 to June 20.....	Annual Examinations
June 27.....	Commencement Exercises
September 8.....	School opens for the year 1902-1903

SCHOOL SESSIONS.

Forenoon 9 to 11:30 o'clock.

Afternoon 1 to 3 o'clock.

TUITION OF NON-RESIDENTS.

High School Department, per term.....\$20.00

Grammar Department, per term..... 12.00

Primary Department, per term..... 8.00

Tuition of all non-resident pupils payable in advance.

Free books and school material furnished to all pupils.

Members of the Board.

1902-3.

CALEB H. BAUMES.....Term expires March, 1904

Residence, 67 Farrington Street.
Business address, 54 Smith Street.

*WILLIAM S. WANDS.....Term expires March, 1904

Residence, 23 Dubois Street.
• Business address, 23 Dubois street.

HIRAM LÓZIER.....Term expires March, 1905

Residence, 82 Lander Street.
Business address, Fishkill Landing, N. Y.

JAMES HASTINGS.....Term expires March, 1905

Residence, 25 South Miller Street.
Business address, 162 Broadway.

THOMAS W. GAVEY.....Term expires March, 1905

Residence, 127 Montgomery Street.
Business address, 75 Water Street.

JOHN SMITH.....Term expires March, 1906

Residence, Grand Street near Broad.
Business address, Grand Street near Broad.

SAMUEL E. SHIPP.....Term expires March, 1906

Residence, 189 Grand Street.
Business address, 50 Third Street.

EDWARD C. ROSS.....Term expires March, 1907

Residence, 526 Broadway.
Business address, Broadway and Washington Street.

WM. G. KIMBALL.....Term expires March, 1907

Residence, 15 Clark Street.
125-131 Washington street.

*Died November 26, 1902.

Officers of the Board.

ELECTED MARCH 12, 1902.

*WILLIAM S. WANDS.....	President
JAMES HASTINGS.....	Vice President
JAMES M. CRANE.....	Clerk
THOMAS M. HAWTHORNE.....	Librarian
LILLIE O. ESTABROOK.....	Assistant Librarian
C. V. A. OAKLEY.....	Assistant Librarian
C. B. GALATIAN.....	Attendance Officer
A. H. F. SEEGER.....	Counsel

JAMES M. CRANE.....Superintendent of Schools
 Residence, 31 South Miller Street. Office, Library Building.
 Office Hours: 11:30 a. m. to 12:30 p. m., 7 to 8 p. m.

STATED MEETINGS OF THE BOARD, 1902—1903.

March 28, April 25, May 30, June 27, July 25, August 29,
 September 26, October 31, November 28,
 December 26, January 30, February 27.

Stated meetings of the Board are held on the last Friday of each month, in the Board room in the Free Library building, at 7:30 o'clock in the evening.

Annual meeting of the Board on the second Wednesday in March.

*Died November 26, 1902.

Standing Committees.

1902-3.

COMMITTEE ON BUILDINGS.

Thomas W. Gavey, James Hastings, Samuel E. Shipp.

COMMITTEE ON FINANCE.

Edward C. Ross, John Smith, Caleb H. Baumes.

COMMITTEE ON LIBRARY.

Hiram Lozier, Thomas W. Gavey, Samuel E. Shipp.

COMMITTEE ON MANUAL TRAINING.

John Smith, William G. Kimball, James Hastings.

COMMITTEE ON RULES.

Caleb H. Baumes, John Smith, Wm. G. Kimball.

COMMITTEE ON SCHOOLS.

Samuel E. Shipp, Hiram Lozier, Edward C. Ross.

COMMITTEE ON SUPPLIES.

William G. Kimball, Caleb H. Baumes, Thomas W. Gavey.

COMMITTEE ON TEACHERS.

James Hastings, Edward C. Ross, Hiram Lozier.

The President is ex-officio a member of all standing committees.

Annual Estimate.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh, as required by statute of the 5th of March, 1865, submit the following Estimate of the amount of money needed for its expenditures during the year commencing October 1, 1901, and ending September 30, 1902.

Dated Newburgh, N. Y., the 30th day of May, 1902.

I

To purchase, lease and improve sites for school houses :

For flagging, sagging, grading and draining school grounds.....		
For purchasing site.....	\$250 00	
		\$250 00

2 .

To build, purchase, lease, enlarge, alter,
improve and repair school houses, their
outhouses and appurtenances :

For repairs to school buildings.....	\$3,000 00	
For constructing and repairing fences...	300 00	
For painting and glazing.....	700 00	
		4,000 00

3

To purchase, enlarge, improve and repair
school apparatus, furniture and ap-
pendages :

For new furniture.....	\$250 00	
For repairing furniture.....	100 00	
For repairs to heaters, pipes, etc.....	2,500 00	
For maps, blackboards, etc.....	100 00	
		2,950 00

4

To procure fuel and pay contingent expenses of schools—the Library and salaries :

For fuel and light.....	\$3,500 00
For interest.....	2,400 00
For school books, drawing material and supplies	3,300 00
For incidentals.....	1,000 00
For printing and advertising.....	500 00
For printing blanks and reports.....	300 00
For janitors' salaries.....	5,091 67
For salary of Clerk.....	2,000 00
For compulsory education.....	1,200 00

LIBRARY.

For fuel and light.....	900 00
For salaries	2,400 00

 22,591 67

5

To pay teachers' wages due after the appropriation of all moneys which may be appropriated for that purpose

\$64,440 00

51,361 96

 81,153 63

Balance on hand ...\$822 42

State appropriation...12,255 62 13,078 04

E. C. ROSS,
JOHN SMITH,
CALEB H. BAUMES,

Finance Committee.

Financial Statement.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh submits the following report of receipts and disbursements for the year commencing October 1, 1901, and ending September 30, 1902:

RECEIPTS.

Balance on hand October 1, 1901.....	\$	7	49	
Balance in Library Fund.....		814	93	
Regents of the University.....		523	51	
Checks from the American Book Co.....		76	41	
Checks from Prang Educational Co.....		4	68	
Checks from D. C. Heath.....		84	37	
Glebe Rents.....		151	53	
State Appropriation.....	12,255	62		
Fines, Library Books.....		78	26	
Fines, School Books.....		8	25	
Damage to Furniture.....			50	
Sale of Chairs.....			60	
Broken Glass.....			75	
Interest on Glebe Bonds.....		798	22	
City Tax Levy.....	81,153	63		
Non-residents.....	2,014	61		
Check No. 931 returned.....		100	00	
Unexpended Balance of Tax Levy, 1901....	4,915	05		
				\$102,988 41
Unexpended Balance of tax levy deducted, 1902				246 98
				<hr/>
				\$102,741 43

DISBURSEMENTS.

I			
To purchase, lease and improve real estate \$	2	50	
To build, purchase, lease and repair school houses, their outhouses and appurtenances			
2			
Construction.....	255	00	
Repairs.....	7,289	87	

3

To purchase, enlarge and improve school apparatus, furniture and appendages..... 474 86

4

To purchase fuel and pay contingent expenses of schools, Library and salaries of the clerk, librarians and janitors:

Fuel and light.....	6,890 76	
Books and supplies.....	4,632 26	
Printing.....	777 20	
Incidentals	734 87	
Manual Training.....	302 77	
Sewing.....	142 52	
Compulsory education.....	1,270 40	
Library salaries.....	2,382 00	
Library Fund.....	2,783 80	
Interest	2,130 25	
Clerk's salary.....	2,166 00	
Janitor's salaries.....	5,090 00	
Teacher's salaries.....	64,253 93	
		\$101,578 99
Balance.....		1,162 44
		<hr/> \$102,741 43

DISBURSEMENTS UNDER APPROPRIATE HEADS.

1. To purchase and improve real estate :

Mailler & Doyle.....	\$1 00
William G. Miller.....	1 50

2. To build, purchase, lease and repair school houses, their outhouses and appendages :

Hamilton & Todd.....	1,153 94
William J. Martin.....	155 53
C. G. Waring.....	92 56
M. J. Dwyer.....	218 25
William Crawford.....	157 64
Jas. G. Wilson.....	3 50
James N. Firth.....	1 50
Frank G. Wood.....	2 75
Strong & Bulls.....	76 62

Daniel Irwin.....	3 99
William Nixon.....	6 45
J. J. E. Harrison.....	2 60
J. H. Dotzert.....	6 35
James Stewart.....	10 00
Peck & Van Dalfsen.....	4 55
George Moshier.....	57 54
S. G. Kimball's Sons.....	43 64
Shannon & Co.....	26 17
B. B. Moore.....	122 82
F. N. Sneed.....	130 16
James Bayne.....	20 80
J. D. Wilson.....	830 60
Bayne & Carpenter.....	111 88
James F. Templeton.....	356 69
James Hastings.....	2,933 17
Beggs & Carnright.....	67 42
Alfred H. Pickens.....	662 70
Walter V. Martin.....	6 62
Albany Venetian Blind Co.....	17 28
Walter E. Atwood.....	6 15

\$7,289 87

3. To purchase, enlarge, improve and repair school apparatus, furniture and appendages :

R. H. Gorrie.....	4 00
Addison Johnson.....	6 00
William Bartells.....	7 75
Peck & Van Dalfsen.....	21 38
Nathan S. Taylor.....	45 00
L. E. Knott Apparatus Co.....	88 25
T. H. McAllister.....	20 80
Hewitt & Warden.....	15 00
J. L. Hammett & Co.....	9 60
Thomas A. Morrison.....	3 50
William F. Conklin, plano.....	250 00
Lawson Hardware Co.....	3 53

\$474 86

4. To purchase fuel and pay contingent expenses of schools, Library and salaries of the clerk and janitors :

Newburgh Light, Heat and Power Co.....	821 08
King Coal Co.....	2,929 84
King Coal Co., for 1901.....	2,891 23
Hey & Whittaker.....	60 50
William H. Kay.....	25 00
William Samuels.....	2 77

BOARD OF EDUCATION.

Samuels & Laubenheimer.....	2 44
William Nixon.....	7 90
George Weller, for 1901.....	150 00

 \$6,890 76

COMPULSORY EDUCATION.

C. B. Galatian, salary.....	600 00
C. B. Galatian, salary for September, 1901..	50 00
C. B. Galatian, expenses.....	30 90
N. Y. Catholic Protectory.....	311 62
Westchester Temporary Home.....	277 88

 \$1,270 40

FREE BOOKS AND SUPPLIES.

Peckham, Little & Co.....	553 94
Maynard, Merrill & Co.....	399 68
Ginn & Co.....	408 38
American Book Co.....	1,022 11
Prang Educational Co.....	467 43
Silver, Burdett & Co.....	244 10
Hinden & Noble.....	7 20
Allyn & Bacon.....	35 00
Eldredge & Brother.....	6 25
Rand & McNally.....	26 00
The Morse Co.....	94 51
D. C. Heath & Co.....	93 09
Educational Publishing Co.....	59 04
Globe School Book Co.....	43 20
The Mac Millan Co.....	16 00
Potter, Putnam Co.....	9 00
Henry Holt & Co.....	35 18
Houghton, Mifflin & Co.....	34 85
Lawson Hardware Co.....	92 98
Theo. Merritt's Sons.....	28 65
Addison Johnson.....	101 20
George Deyo.....	16 11
Kingston's Pharmacy.....	2 00
Robert Johnston.....	148 65
Ritchie & Hull.....	2 75
Burnett & Gavey.....	26 74
Buxton & Ward.....	1 00
Mark Crawshaw.....	24 10
Newburgh Planing Mill.....	75
Atkinson & Mentzer.....	10 00
Henry Charnowitz.....	7 00
J. B. Quinlan.....	24 00

CITY OF NEWBURGH, N. Y.

13

Charles E. Keefe.....	71 30
Newburgh Register.....	5 00
Belknap & McCann.....	1 25
Weed & Bagshaw.....	21 20
Holden Pat. Book Cover Co.....	15 00
George W. Green.....	124 85
Nathan S. Smith.....	257 91
F. B. Waring.....	7 80
Frank G. Wilkes.....	80 81

 \$4,632 26

INCIDENTALS.

Fred M. Taylor.....	250 00
James M. Crane.....	225 07
Mrs. A. S. Oakley.....	40 00
N. Y. Education Co.....	1 00
The Crane Giles Co.....	14 13
Weed & Bagshaw.....	1 10
Muchattoes Lake Ice Co.....	20 20
Perry Picture Co.....	1 12
Rochester Germicide Co.....	15 00
Mrs. V. Dillon.....	19 00
Charles E. Moscow.....	25 00
Wells Fargo Co.....	9 40
Uriah Traphagen.....	55 13
F. Donoghue.....	2 00
Haring & Geyer.....	13 50
L. P. Waite.....	5 00
Newburgh Planing Mill.....	5 72
L. & H. Hornbeck.....	10 00
Caldwell & Garrison.....	22 50

 \$734 87

PRINTING.

Ritchie & Hull.....	318 85
Newburgh News P. & P. Co.....	165 00
Newburgh Daily Press.....	144 40
Newburgh Register.....	91 20
Commercial Printing Co.....	34 00
A. Woolsey.....	23 75

 \$777 20

MANUAL TRAINING.

Newburgh Planing Mill.....	268 02
James F. Templeton.....	34 75

 \$302 77

BOARD OF EDUCATION.

SEWING.

Milton Bradley Co.....	7 68
M. L. Collis.....	50
Burnett & Gavey.....	134 34

\$142 52

LIBRARY SALARIES.

Thomas M. Hawthorne.....	1,000 00
Lillie O. Estabrook.....	800 00
C. V. A. Oakley.....	400 00
Salaries for September, 1901.....	182 00

\$2,382 00

LIBRARY FUND.

Ives Polish Co.....	1 90
Funk & Wagnals Co.....	5 00
James F. Templeton.....	754 92
W. D. Grant.....	2 00
Theodore Audel & Co.....	4 00
The Journal Publishing Co.....	4 00
Thomas M. Pope.....	51 31
Educational Review.....	3 00
Commonwealth of Mass.....	3 25
Mass. Soc. of Mayflower.....	6 50
N. Y. Educational Co.....	1 00
Charles G. Saffell.....	3 00
Willard C. Rowe.....	33 75
Edgar A. Werner.....	39 64
Herman Goldberger.....	80
H. Williams.....	2 00
D. G. Heath & Co.....	2 50
Ginn & Co.....	20 25
Mac Millan Co.....	9 09
American Book Co.....	48 05
Rand, Mac Nally & Co.....	5 00
Joel Munsell's Sons.....	3 15
Library Bureau.....	1 00
Silver, Burdett & Co.....	3 05
Houghton, Mifflin & Co.....	75 03
Dodd, Mead & Co.....	5 41
G. E. Stechert	44 26
John W. Cadby.....	11 50
The Dial Co.....	1 00
J. H. Horton.....	111 26
Vital Record of R. I.....	37 50
H. W. Wilson.....	6 00

American School Board Journal.....	8 00	
J. T. White & Co.....	8 00	
Peck & Van Dalfsen.....	75	
John L. Sloat.....	5 50	
E. L. Kellogg & Co.....	7 15	
Burrows Brothers.....	7 00	
Balch Brothers.....	2 40	
R. R. Boker.....	15 25	
International Monthly.....	11 00	
Applied Arts Guild.....	1 00	
L. J. Richards.....	5 00	
R. G. Newbegin.....	6 00	
Buxton & Ward.....	12 85	
G. P. Putnam's Sons.....	6 14	
Ritchie & Hull.....	132 70	
N. Y. Gen. and Biograph Society.....	37 00	
Everitt Francis & Co.....	10 00	
Newburgh News P. and P. Co.....	210 50	
George W. Green.....	376 49	
Nathan S. Smith.....	286 84	
Horton & Pope.....	87 35	
P. F. Collier.....	12 00	
N. E. Hist. and Gen. Society.....	13 00	
Henry Charnowitz.....	150 25	
Curator, D. A. R.....	1 00	
N. E. Publishing Co.....	1 00	
Educational Publishing Co.....	5 00	
Kasson & Palmer.....	3 00	
W. S. Rossiter.....	3 00	
Samuels & Laubenheimer.....	1 48	
B. M. Brink.....	1 63	
J. F. Mealey.....	35 20	
William Abbott.....	20 20	
		<hr/>
		\$2,783 80
Clerk's salary.....	2,000 00	
Clerk's salary for September, 1901.....	166 00	
		<hr/>
		\$2,166 00
Interest.....		\$2,130 25

JANITORS' SALARIES.

Alex. J. Withers.....	875 00
Alex. J. Withers.....	875 00
George Hawthorne.....	600 00
Jonathan Sterling.....	800 00
James S. Wands.....	900 00
John Stone.....	600 00

BOARD OF EDUCATION.

Elmer S. Wiltzie.....	300 00
Salaries for September, 1901.....	390 00

\$5,090 00

Construction....

\$255 00

TEACHERS' SALARIES.

William H. Doty.....	1,500 00
Alex. J. Hutchinson.....	1,300 00
Cornelius Lockwood.....	1,000 00
David C. Scott.....	1,000 00
Sylvester W. Holdredge.....	200 00
Dora M. Townsend.....	1,000 00
Agnes Mc Fadden.....	850 00
Elsie B. Scott.....	850 00
Ida C. Le Roy.....	850 00
Anna Jewell.....	750 00
R. Bell Chapman.....	750 00
Anna M. Tole.....	750 00
Jane A. Carmichael.....	579 38
Katherine Lozier.....	460 50
Alice R. Hitchcock.....	600 00
Jennie Marvel.....	637 50
Marietta Shaw.....	550 00
Elizabeth Sheridan.....	600 00
Isabel H. Kidd.....	249 00
William H. Sanxay.....	166 00
William H. Kelly.....	1,300 00
Eme L. Mc Connell.....	450 00
Kate A. Flanagan.....	500 00
Mary F. Van Wyck.....	450 00
Eliza W. Kidd.....	164 25
Caroline Millsbaugh.....	390 38
Carrie Millsbaugh.....	351 00
Sybel H. Coxson.....	405 00
Annie Clark.....	450 00
Mary E. Wilson.....	450 00
Anna E. Barnes.....	500 00
Mary E. Garvey.....	450 00
Almira Seaman.....	450 00
Sara K. Bannon.....	450 00
Elizabeth R. Hall.....	360 00
Katherine Pink.....	405 00
Jennie M. Boyd.....	450 00
Charles E. Snyder.....	1,300 00
Helen C. Scofield.....	315 00

Emma C. Barnes.....	500 00
Emma Everitt.....	500 00
Clara L. Shaffer.....	450 00
Grace A. Minty.....	438 75
Mary A. Smith.....	900 00
Harriet A. Van Duzer.....	450 00
Helen G. Montfort.....	450 00
Carrie B. Ronk.....	450 00
Jean H. Moss.....	418 50
Olive R. Cronin.....	450 00
Margaret J. Fowler.....	411 75
Bessie L. Marden.....	450 00
Isabella H. Dougherty.....	450 00
Sarah Snowden.....	480 00
Jessie F. Vincent.....	450 00
Agnes Templeton.....	600 00
Myron H. Dusingbury.....	1,300 00
Annie E. Bayles.....	450 00
May E. De Lancy.....	500 00
Lillie A. Brundage.....	450 00
Elizabeth Totten.....	450 00
Elizabeth W. Courtney.....	450 00
Alice H. McConnell.....	450 00
Jean C. Hamilton.....	450 00
Ella A. Chadborn.....	450 00
Lily I. Van Wyck.....	500 00
Diana Friend.....	56 25
Lucia C. Twiname.....	450 00
Emma F. Wells.....	450 00
Frances A. Beach.....	360 00
Alice Booth.....	450 00
Harriet M. Peck.....	450 00
Sarah M. Clark.....	450 00
Agnes C. Miller.....	900 00
Ida R. Henderson.....	450 00
Agnes McCullough.....	450 00
Mary Caldwell.....	450 00
Milly W. Hunter.....	405 00
Anna E. Flannagan.....	450 00
I. Jeannett Sloan.....	450 00
Anna I. Ryan.....	450 00
Eliza Hannon.....	450 00
Elizabeth L. Gordon.....	450 00
Alberta Van Cleft.....	450 00
Emily V. Haigh.....	450 00

George E. Atwood.....	1,300 00
Ella Eckerle.....	405 00
Clara E. De Lancy.....	455 00
Helen G. Ruttenber.....	450 00
Lillie H. Fowler.....	283 75
Emma R. Weed.....	450 00
Anna M. Wiltzie.....	450 00
Margaret M. Shaw.....	450 00
Mabel K. Shaw.....	427 50
Abbie L. Colden.....	450 00
Fannie R. Laib.....	450 00
Florence N. Van Duzer.....	455 00
Maud I. Winans.....	450 00
Francis A. Ritchie.....	450 00
Harriet J. Fowler.....	450 00
Mary E. Dougherty.....	450 00
Helen R. Hunter.....	450 00
Grace L. Smiley.....	418 50
E. Louisa Fleming.....	450 00
Emma Colden.....	600 00
Edna L. Burnett.....	119 81
Anna P. Hasbrouck.....	45 00
Eva G. Penny.....	45 00
Gertrude Van Cleft.....	45 00
Elberta Ames.....	45 00
Ada Meginn.....	45 00
Mabel T. Leeper.....	45 00
Jessie Holland.....	45 00
Edith L. Grimley.....	45 00
Josephine Jansen.....	301 80
Martha G. Henderson.....	316 36
Mary B. McCullough.....	434 84
Margaret Kennedy.....	209 49
Geraldine Smiley.....	138 31
Jennie M. Wells.....	45 00
Bessie Cotton.....	217 74
Anna A. Egan.....	116 03
Clara G. Fleming.....	110 60
Maud E. Poyer.....	158 75
Susan W. Snyder.....	50 64
Margaret Hamilton.....	7 60
Ella Beattie.....	121 42
Jennie F. Gordon.....	26 20
Hannah Craig.....	31 27
Julia Hayden.....	150 00

Salaries for September, 1901.....	_____	\$58,453 17
		5,800 76
		<hr/>
		\$101,578 99
Balance, October 1, 1902.....		1,162 44
		<hr/>
		\$102,741 43
Balance in General Fund.....	951 50	
Balance in Library Fund.....	210 94	
	<hr/>	1,162 44

We have examined the above financial statement and certify the same to be correct.

E. C. ROSS,
JOHN SMITH,
CALEB H. BAUMES,

Committee on Finance.



Statistical.

Estimated population of the City, 25,000.

Number of school buildings, 6.

Number of sittings, 3,720.

The number of duly licensed teachers employed and teaching at the same time, for 160 days or more, during the school year commencing August 1, 1901, and closing July 31, 1902, was 102.

The number of children over 5 and under 18 years of age, residing in the city on the 30th day of June, 1902, was: Boys, 2,788; girls, 2,887; total, 5,675.

The number of private schools within the city (not including colleges, incorporated academies or seminaries, was 8.

The number of pupils over 5 and under 18 years of age registered as having attended such private schools some portion of the school year commencing August 1, 1901, and closing July 31, 1902, was: Boys, 454; girls, 578; total, 1,032.

The whole time the public schools were taught within the school year commencing August 1, 1901, and closing July 31, 1902, including legal holidays, was 198 days.

Of the teachers employed during any portion of the said year, the number holding State Certificates were 1; Normal School Diplomas, 48; Training Class Certificates, 2; Licensed by Local Authorities, 52.

The number of licensed teachers who were employed in teaching during any portion of said school year was 9 male and 98 females; total, 107.

Number of children under 5 years of age in private kindergartens, 71.

The whole number of children of school age who attended the public schools some portion of the year commencing August 1, 1901, and closing July 31, 1902, was: Boys, 2,080; girls, 2,031; total, 4,111.

Of which there was in the High School—boys, 152; girls, 163;

total, 315; Grammar School—boys, 376; girls, 385; total, 761. Primary School—boys, 1,552; girls, 1,483; total, 3,035.

The average daily attendance of children of school age was: High School, boys, 131-4; girls, 147-6; total, 279; Grammar School, boys, 314; girls, 329; total, 643; Primary School, boys, 1,124; girls, 1,066; total, 2,190.

The whole number of days of attendance at the public schools of all the children of school age, attending said schools was, boys, 301,402; girls, 296,198; total, 597,600.

Number of children over 8 and under 14 years of age residing in the city June 30, 1902, was 2,665.

Number of such children registered as attending the public schools was 2,361.

Number of such children receiving instruction elsewhere was 718.

Number of children over 14 and under 16 years of age residing in the city was 847.

Number of such children attending the public schools during the year was 383.

Number of such children receiving instruction elsewhere was 103.

Total number of cases investigated by attendance officer, 1,376.

Total number of cases re-investigated, 146.

Number of children found to be trunts and returned to school,

255.

Number of children committed to truant school, 12.

Number of volumes in Public School Libraries, 28,337.



Superintendent's Report.

To the Board of Education :

GENTLEMEN : I have the honor herewith to submit this, my second annual report of the Public Schools of this City, together with the reports of the principals and special teachers, for the year ending September 30, 1902.

Throughout nearly the whole year there has been an unusual number of cases of scarlet fever and diphtheria in the City, which have to quite an extent reduced our attendance.

While these diseases have not been confined to any particular locality, they have been especially numerous in the vicinity of West street and Liberty street schools. During the month of February the attendance at the West street school was reduced about one half from this cause.

In our judgment the prevalence of these diseases cannot be traced to the unsanitary condition of our school buildings, nor to the lack of proper care and diligence on the part of the health officer and the school authorities, as they have co-operated in all available means to control and eradicate them.

A large proportion of the cases reported were of persons not attending school, and quite a number were members of families who had no children in school.

There has also been an usual amount of illness in our corps of teachers, six of whom have been so seriously afflicted as to necessitate their absence from duty for protracted periods, in some cases for several months in succession.

We have in most cases been fortunate in securing competent substitute teachers for their places, but changes of this kind must to some extent impair the effectiveness of the work. It would seem that the best interests of the children would be served, when vacancies occur from indefinitely prolonged absences of teachers from any cause, if the places were filled by permanent appointments.

REGISTRATION AND ATTENDANCE.

Notwithstanding these serious drawbacks, the registration and average attendance has been slightly in advance of that of the preceding year.

The schools have been in session 192 days, one day more than last year.

The total registration for the year ending June 30, 1901 was 4,094; and the average attendance, 2,976; while that of the year ending June 30, 1902, was 4,111; with an average attendance of 3,112.5.

The following exhibits of registration and attendance for the year may be of interest :

NET ENROLLMENT.

	Boys	Girls	Total
Academy.....	202	210	412
Washington Street School.....	406	409	815
Grand Street School.....	420	460	880
South Street School.....	327	338	665
West Street School.....	242	217	459
Liberty Street School.....	483	397	880
	<hr/> 2080	<hr/> 2031	<hr/> 4111

AVERAGE DAILY ATTENDANCE.

	Boys	Girls	Total
Academy	175	186	361
Washington Street School.....	306	317	623
Grand Street School.....	319	339	658
South Street School.....	243	252	495
West Street School.....	158	154	312
Liberty Street School.....	369	295	664
	<hr/> 1570	<hr/> 1543	<hr/> 3113

AVERAGE ATTENDANCE, PER CENT. OF REGISTRATION.

Academy	87.6
Washington Street School.....	76.4
Grand Street School.....	74.8
South Street School.....	74.4
West Street School.....	67.9
Liberty Street School.....	75.5

SCHOOL ACCOMMODATIONS.

The crowded condition in the primary department, especially in the first two or three grades still continues and we have been obliged to divide six of the first year classes into two half day sections each.

Other primary classes have too many pupils to a teacher-but we cannot better this condition the coming year. The twelve room addition to South Street School when completed will, we trust, give needed relief for several years unless there comes an unusual increase in the population of the city.

Among the numerous criticisms which are being launched against the school system of this country in these later years, the practice of assigning too many pupils to a teacher for economical reasons, is strongly censured both on sanitary and educational grounds.

The overcrowding of children in class rooms causes inconvenience, vitiates the air and precludes the teacher from giving that individual attention which is indispensable to many pupils.

President Elliot in a recent address to the State Teachers' Association of Connecticut says, in effect, that the results of American education have hitherto fallen far short of the hopes and expectations of its founders because of the persistence of the American people in the present low school expenditure per pupil.

All agree that the best educational advantages possible should be provided for our children, a great majority of whom cannot remain in school many years.

Time lost in the lower grades cannot be made up in later years.

Spacious, well-lighted, properly heated and ventilated classrooms with seating accommodation limited to forty, with an average attendance of from thirty to thirty-five pupils would be a marked improvement in our school buildings.

These conditions have been fully met in the plan for the addition to the South Street School and as far as possible for the changes in the present building.

REPAIRS AND IMPROVEMENTS.

Necessary repairs and improvements have been made during

the summer to the school buildings, including the Manual Training School and the Library. An office and book-room has been provided in the West Street School, new windows have been put in the center rooms of Washington Street School, and a much needed increase in light has been secured by enlarging the windows in the center rooms of Grand Street School. The insufficient heating in the more exposed rooms in this building, which has been a source of discomfort for a long time, has been remedied by making a hot water attachment to the furnaces and connecting it with radiators in these rooms. The roof of the Library has been repaired, the gallery on the east side of the main room extended and an addition of nine new book cases with a capacity of nearly 5,000 volumes has been made.

All the school property has been carefully looked after and put into thoroughly good condition.

COMPULSORY EDUCATION.

Earnest, and in the main, successful efforts have been made to enforce the compulsory education law. Cases are rare in which parents voluntarily persist in neglecting or refusing to comply with the law. Lack of parental control and destitution are the great obstacles that stand in the way.

The first can be met by removing the children to a truant school.

How to compel children, without proper food and clothing, to attend school is a serious question. As the Board is not a charitable institution it cannot provide for them. The voluntary thanksgiving contributions made by the pupils of our schools have been a great aid and blessing to these destitute children, but all cases cannot be reached in this way. The State provides for free education. If it would extend financial aid by furnishing a suitable institution or institutions conveniently located for the care of this unfortunate class of children, it would materially aid in the enforcement of this beneficent law.

Our school census last year gives the number of children in the city between the ages of eight and fourteen (the compulsory attendance period) as 2,665. The average attendance of these in the public schools was 1,899, and in other schools 643, a total of 2,542.

These figures would indicate that the law has been effectively enforced in our city during the last year. During the year twelve boys have been sent to the truant school, five to the Westchester Temporary Home and seven to the New York Catholic Protectory.

RESIGNATIONS AND APPOINTMENTS.

Many changes have occurred in our corps of teachers during the year.

The following have resigned their positions : Washington Street School, Sybel H. Coxson, Katherine R. Pink, Elizabeth R. Hall; Grand Street School, Helen C. Scofield; South Street School, Diana S. Friend, Francis A. Beach, Elizabeth W. Courtney; West Street School, Milly W. Hunter; Liberty Street School, Ella Eckertle—nine in all.

Four of the number have obtained positions in the Schools of Greater New York, and one has entered the Jamaica Normal School as a student.

These teachers have done faithful and efficient service in our Schools for a number of years. We wish them success in the new fields of labor and usefulness upon which they have entered.

The following appointments have been made: Mary B. McCullough, Martha G. Henderson, Josephine Jansen, Anna P. Hasbrouck, Jennie M. Wells, Eva G. Penney, Gertrude VanCleft, Elberta Ames, Ada Meginn, Mabel T. Leeper, Jessie Holland and Edith I. Grimley.

All these appointees are graduates of the Newburgh Free Academy and have received Normal School training.

The general condition of the Schools in respect to discipline and the progress of the pupils has been very satisfactory. Sympathy with children, combined with fairness, and common sense in dealing with them, seldom fails to secure prompt and cheerful compliance with school duties.

TEACHERS.

The usual interest in the work has been shown both by the teachers and pupils. It can be justly claimed that the standard of former years in all lines of work has been fully maintained and that in some departments real progress has been made.

In the important matter of written and oral expression pupils

have made decided improvement and we hope for still better results in the future.

The success of the Schools depends mainly on the teachers. Material equipment, however costly and elaborate, is secondary to scholarship, ability and devotion in the teaching force. In our opinion our teachers compare favorably with those of any other city in the State. They are earnest, competent and conscientious in the discharge of their duties and ready at all times and in every reasonable way, to co-operate in whatever tends to further the interests of the Schools.

SCHOOL LIBRARIES.

We purchased last year 566 books for the school libraries at a cost of \$366.97. Of this sum the State paid \$176.84.

The number of volumes in the libraries of the respective Schools is as follows:

Academy	1,195.
Washinton Street School	370.
Grand Street School.....	384.
South Strreet School.....	342.
West Street School.....	314.
Liberty Street School.....	465.
	<hr/>
	3,070.

These libraries are becoming better appreciated and more generally used year by year by the pupils.

EXPENDITURES.

It might be well to call attention in this report to the fact that the large expenditure of money for the year ending Sept. 30, 1902, \$101,578.99 includes the salaries for September, 1901, amounting to \$6,588.76, and bills to the amount of \$6,193.38, making a total of \$12,782.14 which was carried over from the preceding year from lack of funds caused by the reduction of the Board's estimate by the Board of Estimate and Apportionment.

This amount deducted from the total expenditures leaves \$88,796.80, which covers the actual expenses of the year. All salaries and outstanding indebtedness of the Board for the year ending September 30, 1902, were paid except bills amounting to about

\$650, which were not presented in time for payment. The amount expended for the year ending September 30, 1901, was \$94,446.16, which is \$5, 649.36 more than that of last year.

The reports of the principals and special teachers, which accompany this report, fully cover the subjects treated and contain valuable suggestions worthy of consideration.

In closing I beg to express to you my sincere appreciation of your continued courtesy and support.

Respectfully submitted,

JAMES M. CRANE.

Newburgh, N. Y., Oct. 31, 1902.



Report of Principal of Free Academy.

Mr. James M. Crane, Superintendent of Schools:

For the year ending June 27th, 1902, the total registration at the Newburgh Free Academy was 423; of this number 93 were in the Grammar department. The graduating class of June, 1902, numbered 51, of whom 21 were young men, and 30 young ladies. They were divided by courses as follows: English Course, 25; Scientific Course, 14; Latin Scientific Course, 9; and Classical Course, 3. From this class 20 have entered college or taken other advanced courses of study. The Academy now has representatives in the following institutions: Harvard, Columbia, Cornell, University of Pennsylvania, Williams, Syracuse, Brown, Rutgers, St. John's, Vassar, Smith, Mt. Holyoke, Wells, New York Law School, Albany Normal College, New Paltz Normal School, Jamaica Normal School, Cooper Institute and Pratt Institute.

The year was characterized by conscientious, painstaking work on the part of the teachers, and a commendable spirit of earnestness on the part of the pupils. The large classes graduated from the Academy indicate, in the community, a degree of culture and an appreciation of the value of an education, much beyond the ordinary. We point with pride to the large proportion of young men in our graduating and higher academic classes. In some of our second year classes the boys have equaled the girls in number. This is in marked contrast with many high schools. We believe that our manual training department assists greatly in keeping the young men in school. "To do the greatest good to the greatest number" should be our aim in arranging courses of study, requirements for admission and for graduation.

The Academy now offers four courses of study, the subjects in which are mostly prescribed without opportunity for electives. While certain fundamentals in mathematics, science, and language should be required of all, we might allow a choice in groups of

allied subjects, and thus better adapt the work to individual peculiarities and secure the advantage of greater interest in many cases.

We should meet the wants of many of our pupils and prepare them to accept positions with business men if, as an addition to our three year English course, they were offered a fourth year of work to include advanced book-keeping, commercial law, political economy, and possibly Spanish or German. Such a course combined with the mental training and culture of four years of study would be of great advantage to a young person beginning a business career.

Our physical and chemical laboratories, although not expensively fitted up, furnish to unusually large classes opportunity for individual work in these subjects and are a source of never-failing interest to the pupils. Our outfit for laboratory work in biology is not so complete as it should be.

Our reference library, which now contains more than eleven hundred volumes, has outgrown its present narrow quarters in the principal's office. A reading room and library would increase the value of this indispensable aid to high school work. Such a room would add also a certain character and attractiveness to the school surroundings.

A Chickering grand piano was purchased for the Academy during the year. It seems to be fittingly placed in our fine assembly hall and adds to the interest and pleasure of the morning exercises.

The Franklin Debating Society, the Pi Epsilon Pi fraternity, the Athletic Association, *The Academy Graduate*, the Academy Orchestra, the Cecilian Club and the Glee Club are all helpful adjuncts, contributing to the *esprit de corps* of the school and add a fulness of interest to the school life of our young people.

The Alumni Association is doing much for the Academy. They furnish an annual scholarship at college to the most deserving member of the graduating class. Last year they furnished also two prizes for a competition in literary work. A loyal alumni association adds a weight of dignity and approbation to the work of the school and to the worthy ambition of the pupils who look forward to becoming members of their organization.

The long and serious illness of two of our teachers, Miss Lozier and Miss Carmichael, comes prominently to mind as we survey the events of the year.

The work of all departments was well up to the standard of former years. Several of the larger classes were divided into sections greatly to the advantage of the work; a few of the classes are still much too large. No changes of importance in courses of study or in text-books were made during the year.

The teachers at the Academy deserve credit for the good results achieved and for the faithful performance of arduous and most important duties. I gladly avail myself of this opportunity to thank the teachers, the superintendent and the members of the Board of Education for kind consideration and support.

WILLIAM H. DOTY.



Report of Principal of Washington St. School.

Mr. James M. Crane, Superintendent of Schools:

It hardly seems possible that a year has passed since you asked for a report concerning our School, but so it is, and at your request, I now submit a statement regarding the year that has just rolled so rapidly away.

Our School library, which numbered two hundred and sixty-eight books when last reported, now contains three hundred and eighty-one, and is a source of pleasure and profit to scores of our pupils.

No pupil is permitted to take out to exceed one book a week, as we think too great attention to reading might interfere in a measure with their regular school work.

In our eighth grade we have a short news period, at which time pupils are expected to state in their own language, some item of news read by them, this having the double purpose of learning what is going on in the world and of acquiring an ability to express themselves in correct language. Comment is often made upon the occurrences spoken of by the pupils. Hood says, "It is a beautiful arrangement of mental and moral economy that that which is performed as a duty, may, by frequent repetitions, become a habit."

That the language of pupils is faulty is not altogether the result of school work, for children are educated by other teachers than schoolmasters.

May I be permitted to state in this connection that better language work could be done if we were given a series of language books to be used successively in the several grades.

This would be accomplished were we permitted to substitute Reed & Kellogg's First Lessons for the one now in use in the fourth and fifth grades.

Suitable choice selections were memorized and recited by all pupils in the several grades, thus familiarizing them with excellent

English and creating in them a desire for the works of such authors as would benefit their minds and enoble their lives.

We endeavor to give special attention to regularity of attendance and while the attendance was not up to the desired standard, it was fairly good. We registered eight hundred and twenty pupils during the year and were compelled to arrange for but one half-day class, regretting the necessity that required even this, as we would prefer having all pupils attend all sessions of the School.

Serious illness kept some of our teachers out of School for quite a long time, and, as a matter of course, their classes did not do as good work, nor were as good results produced as would have been the case had fewer changes in teachers been required.

With the exception of arithmetic, in some of the grades, all of the classes covered the required course of study, yet quantity is not the only thing to be considered and I still think that our new text books on this subject develop better reasoning power by far than some former machine methods possibly could.

Our teachers are generally conscientious in the discharge of their duty and are desirous of success, yet I think one reason why better results are not obtained is that so few comparatively make teaching their life work. Many experiment for a time but soon resign and their places are taken by others who do as their predecessors have done. So over and over again this practicing upon pupils goes on.

Special exercises were held and the following days observed viz: McKinley Day, Lincoln Day, Washington Day, Arbor Day, Memorial Day and Flag Day, on some of which we were favored by the presence of our Superintendent and members of the Board of Education.

At the June meeting of the Managers of Empire State Chapter, G. A. R., of New York City, a resolution was adopted presenting our School with McDonald's Colossal Bust of Washington from the original, made from life by Houdon, and later Mr. Walter S. Logan, president of the society, visited our school and made the presentation. He was accompanied by Mr. Edward Hagaman Hall, Secretary of the State Scenic and Preservation Society. Trustee Wands, Hastings, Baumes, Kimball and Lozier, Superintendent

Crane, and a goodly number of parents and friends of our children also favored us with their presence.

The following is a program of the exercises:

Singing, America, School; recitation, The Brightest Name, Helen Vanderburgh; recitation, Tribute to Washington, Anna May Warwick; song, The Flag of Stars, Elizabeth Vanderburgh, Jennie Porter, Marion Hedges, Violet Solomon, Edith Copping, Emily Branfoot, Emma Hedges; Salute to Flag, School; recitation, Lincoln's Gettysburg Address, John Matuzewski; unveiling of Bust by Mr. E. H. Hall; introduction in a few remarks by Principal of Mr. W. S. Logan, who made a most fitting and excellent presentation address. Superintendent Crane, in some very choice remarks, introduced Trustee Caleb H. Baumes, who responded to Mr. Logan in a masterly manner and accepted the Bust on behalf of the Board of Education, the School and the citizens of Newburgh. Singing, The Star Spangled Banner, School.

I can but think that the pupils present will remember this occasion long as they live and that it was a lesson to inculcate a spirit of patriotism that will be lasting in its effects, and as they and their successors look upon the image of him to whom we as a nation owe so much, there will be a stronger meaning to them as they repeat the words, "I pledge allegiance to my flag and the Republic for which it stands."

In conclusion I am constrained to say that both teachers and pupils are under renewed obligations to the Board of Education and those whom they represent for the many and multiplied favors of the year.

Respectfully,

WM. H. KELLY,
Principal Washington Street School.

Report of Principal of Grand St. School.

Mr. James M. Crane, Superintendent of Schools:

As we come to the close of another school year, I submit for your consideration the following report of the Grand Street School:

The crowded condition of our school continues. The total number registered during the year 876. The greatest number reported present at any one time was 744, November 15, 1901. The smallest number, 662, June 27th, the day the school closed. Nearly all the rooms have had as many pupils as seats, and several of them, at times, had many more than that. Relief was obtained to some extent by transferring pupils to other schools; but in many cases this was difficult to do, and in others it was quite impossible.

In the first grade we still have four classes in which the pupils attend only one session each day. In the second and third grades, two classes each, there have been more pupils than seats during the greater part of the year. The higher grade classes were well filled but not crowded.

There is an improvement in the reading in all the grades. The pupils manifest a greater ability to grasp the meaning of the pieces read and to tell it back.

The classes using Ward's Natural Method, continue to make good progress, though with some difference in the degree of proficiency. To obtain the best results, teachers need to study carefully the author's manual, and to enter heartily into the spirit of his method.

The teachers in the third and fourth grades who have been using Atwood's Graded Arithmetics are quite enthusiastic over the progress their pupils have made in their number work. They take a deeper interest in their work and develop a better understanding of the relations of numbers. They evince an ability to think and reason beyond what they have heretofore done in those grades, and they acquire the power to solve concrete problems with greater facil-

ity and accuracy. I agree with the teachers in these views, and look for better results as teachers and pupils become familiar with the method. I would suggest that Atwood's Grade V be put on the list of text-books, so that those Principals who desire to do so, may use it in the fifth year classes. In my judgment, it is desirable to have the same system of text-books used through the primary grades, and that the change be made upon entering the grammar department.

I think our classes in geography have done better work this year than last. The teachers are becoming better acquainted with the text-books in use, and have a better understanding of the modern methods of teaching the subject. I am more than ever impressed with the need of having geography studies a part, at least, of the eighth year. With our crowded course of study, I see only one way in which this can be done. That is to omit the study of the Constitution of the United States from the course in U. S. History. To those who continue their studies in the Academy, this would be no loss, as they would have that subject in civics. But to those who leave school at the end of the grammar course, it would be a loss to be made up only by general reading.

In drawing, several classes have done much better work than during the previous year. There has been a general improvement in all grades and the work throughout the school has reached a high degree of excellence.

We have not attained that degree of improvement in penmanship that is to be desired. In some classes the writing is much better than in others. I do not think the difference is attributable entirely to the difference in the pupils.

In addition to our regular work in technical grammar, we have given considerable attention to language and composition work in all grades. The results have been fairly satisfactory, and we hope for progress in this direction during the coming year. Our pupils have more or less practice in letter-writing in nearly all grades. Even in the second grade they become interested in this work, and some of their productions are very creditable.

As a part of our language work, the pupils of all grades have been required to memorize and recite chosen selections of good literature.

The general work of the school has gone on with the usual regularity and success. While the records of our school for punctuality an regularity of attendance is up to the usual standard, it is not all that is to be desired, nor all that it should be under a strict enforcement of the compulsory education law. There has been very little difficulty in the way of discipline, and most of the pupils have maintained a high standard in deportment. With few exceptions they have been earnest and faithful in their work, exhibiting a commendable desire to excel in their studies, and to merit the approbation of their teachers. The most of them made a good record in their examinations, and are fitted to enter on the work of an advanced grade.

Much faithful and conscientious work has been done on the part of the teachers, and all have manifested a desire for the improvement and advancement of their pupils. While there has been considerable absence on the part of teachers on account of sickness, it has amounted to less than the previous year. Our teaching force was weakened near the end of the year by the resignation of Miss Helen C. Scofield, one of our most faithful and efficient teachers.

In conclusion, I desire to record again my appreciation of all that has been done by the Board of Education in providing the means and appliances necessary to carry on the work, and promote the efficiency of the school.

I wish to thank you personally for many favors and helpful suggestions, and for your courteous co-operation and counsel.

Respectfully submitted,

CHAS. E. SNYDER, Principal.

Newburgh, N. Y., June 30, 1902.

Report of Principal of South St. School.

Mr. James M. Crane, Superintendent of Schools:

DEAR SIR: As there has been little change in the course of study, the work has been much the same as that of last year.

Our average enrollment for the year was 549, and our average attendance 495. This is a gain of 9 in the average attendance over last year.

Three of our teachers resigned during the year, two to take positions on the teaching force of New York City and one to be married. The resignation of these teachers handicapped their classes to a certain extent, as a change of teachers generally does. However, the teachers appointed to fill these vacancies took hold of the work with such earnestness and ability that the results were much better than was to be expected.

Teachers were absent on account of sickness and for other reasons, 77 days during the year.

The two first grade classes were so crowded that it was necessary to divide them, allowing each section to come to school but one session daily. This arrangement, so unsatisfactory to both parents and teachers, will be rendered unnecessary when the projected annex to our school is completed.

There has been a decided advance in the benefit derived from our reading course. This is due to the work in oral English in connection with the reading lesson. Heretofore the reading has been somewhat mechanical, but as the pupils are now expected to reproduce orally, in their own language, what they have read, they are necessarily obliged to get the thought expressed, consequently, to read with much more expression.

Since Miss Connolly's visit to Newburgh for the purpose of helping the teachers on the geography question we have been able to do better work in that subject. The results are not altogether satisfactory owing to the fact that too much work is expected for the time allowed.

Although some good work in music is being done in the sixth and seventh grades, it seems to me that our schools should have a definite graded course in this subject, with a supervisor to see that the work is done. Music is certainly as important a subject as drawing and one that will be used by people after leaving school much more than will drawing. It was found that efficient work could not be obtained in drawing until a competent supervisor was appointed. How is it to be expected that our work in music will approach the standard of excellence that is attained in drawing unless it be systematized and some one made responsible for results?

We have noticed that the penmanship of the primary grades is proportionately much better than that of the grammar grades. I am inclined to think that this is owing to the fact that too little time was spent teaching the proper writing position, proper holding of the pen, and the muscular movement. Also too little practice was given in exercise work. In the grammar grades, where more writing is done and more speed is required, these faults become more apparent. We are making an earnest effort to correct these errors, but our success has not been very marked as yet.

Eighty-nine library books have been added to our list this year. These were selected by the grade teachers, each teacher choosing books adapted to the children of her grade. By having a small library in each room, the teacher is able to create more of an interest in the books than would be the case were all the books kept in one large library.

We have found that, by having written test in each subject every two months, the result is as satisfactory as was the former system; more time is left for work on subject matter, and less time required for the correction of examination papers.

During the year two school entertainments were given, one at Christmas, the other on Arbor Day. The Christmas entertainment was a cantata entitled "In Santa Claus Land." This, being somewhat of a change from the ordinary, was enthusiastically received by the pupils.

The work of all the departments has been up to the standard of last year, and in some respects there has been a decided gain. Whatever improvement there has been is largely owing to the earnest efforts of the grade teachers in seconding any attempt made to

promote the interests of the schools. I wish to express here my appreciation of their loyalty and their conscientious work. I also wish to thank you and the Board of Education for continued assistance and support.

Respectfully submitted,

M. H. DUSINBURY.

November 13, 1902.



Report of Principal of West St. School.

Mr. James M. Crane, Superintendent of Schools:

The year 1901-02, commenced with full classes in all grades. In the sixth and seventh grades a greater number registered than in any previous year. The total registration for the year was 408. The highest number in attendance was 381 in September, and the lowest, 183, in February. The greatest average was 347, in September, 1901, the smallest, 199, in February, 1902.

The attendance was excellent and everything promised a successful year until January 23, when three cases of scarlet fever were reported. From January 23 to February 20, twenty-six cases were reported, of which number nineteen were members of the school. Nine of the twenty-six cases proved fatal—four of them school children. People became so alarmed that all of the children attending school, from some families, were kept out a month or more. It was necessary to close school from March 3 to 5, on account of an overflow of surface water in the basement. Some parents considered the condition of the cellar a menace to health, and kept their children from school for several days because of it.

While out of school, for the above causes, many of the older pupils obtained employment and did not return; in fact, we had not recovered from the effect of the epidemic when school closed in June, with the smallest number in years.

There was an unusual amount of interest taken by both teachers and pupils in all of the studies, but especially in language and in the new outline of work in Arithmetic, made necessary by a change of text books in that subject.

On March 25, we received an addition of seventy new books for our school library, including valuable books of reference for teachers and older pupils, also many suitable for the younger ones. During the year one hundred and forty-one different pupils took out books.

Recently the Board of Education had a book-room fitted up, taking a part of the hall on the second floor for the purpose. Part of it will be used as a cloak-room, doing away with the wardrobe in the class room. When completed it will be a great convenience. It was a much needed improvement, and is highly appreciated.

A. C. MILLER, Principal.

Newburgh, N. Y., Oct. 31, 1902.



Report of Principal of Liberty St. School.

James M. Crane, Superintendent of Schools:

I herewith submit my annual report of the Liberty Street School for the year ending June, 1902:

The statistical report of the school shows that there were nineteen classes, as follows: Seventh grade, 1; sixth grade, 2; fifth grade, 3; fourth grade, 3; third grade, 3; second grade, 3; first grade, 4. All of these classes were filled, but none of them were badly crowded.

During the greater part of the year it was not necessary to have any half-day classes. The increase in the enrollment during the spring months necessitated the division of one class. We took this opportunity to rearrange our first grade classes. We placed in three classes all pupils who gave promise of completing first grade work, and all of those who by reason of absence or other case could not complete the work, were placed in the half-day class. By this arrangement the three classes were more evenly graded and they were able to advance more rapidly. This change proved very satisfactory, for nearly all the pupils in those classes were promoted to second grade.

The attendance has been as good as usual, except for a portion of the year when scarlet fever was prevalent in our part of the city. Most of our pupils have been happy in their work, and we think this is evidence that they and their parents appreciate the opportunities for education that are placed before them. There are always a few, however, who through their own indifference or that of their parents fail to realize that any training is necessary in the preparation for life.

It affords me pleasure to say that the teachers of the several classes have pursued their work with interest and energy, and the results have therefore been reasonably satisfactory. We do not mean to assert that we have reached our ideal or that we consider our work perfect. Our ideal is a perfect human being, one who has

Recently the Board of Education had a book-room fitted up, taking a part of the hall on the second floor for the purpose. Part of it will be used as a cloak-room, doing away with the wardrobe in the class room. When completed it will be a great convenience. It was a much needed improvement, and is highly appreciated.

A. C. MILLER, Principal.

Newburgh, N. Y., Oct. 31, 1902.



Report of Principal of Liberty St. School.

James M. Crane, Superintendent of Schools:

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It affords me pleasure to say that the teachers of the several classes have pursued their work with interest and energy, and the results have therefore been reasonably satisfactory. We do not mean to assert that we have reached our ideal or that we consider our work perfect. Our ideal is a perfect human being, one who has

developed intellectual and moral power. We would like to send out of our school boys and girls with well developed minds, but better than that, we would like to lead them into those habits of thought and feeling and action that determine character. We want them honest, pure in heart, self-reliant, self-controlling, industrious. On account of our own limitations and the influences against which we must always contend, we know we shall never produce the ideal product, but we must continue to work for it.

As in previous years, the importance of the reading in the lower grades is constantly emphasized. The teachers of these grades are in sympathy with me in this matter, and they are giving their best efforts to that part of their work. The progress made by the children during the year has been satisfactory. Our second and third grades are supplied with six or more sets of readers, all of which they read during the year. This variety in reading matter arouses interest, and is an important factor in progress.

Most children are fond of reading, and they will read something. Many of them read too much, and not unfrequently their reading does them more harm than good. This is very likely to be the case, if they are allowed to select the books they read. From the nature of the case, not all parents are competent to direct the reading of their children, and it is evident that the school ought to assume this responsibility. It is not enough to tell the children what to read. The books they ought to read should be placed before them; and if it necessary, an interest in the book may be aroused by grading portions of it to the children or by giving a synopsis of a part or all of the story. It is not an easy matter to find suitable books for some of the lower grades. We have made a good beginning, and for all the grades beginning with the third we have started these libraries numbering from 15 to 40 books. Most of these books have been read with pleasure not only by the children themselves but by their parents as well. It is one of the best ways to send good reading into the homes of any community. We are beginning to think that all the reading of children below the high school should be directed and controlled by the school.

Our language work has improved somewhat during the year. This improvement is due to the modification of the course of study which emphasizes the necessity of daily exercise in oral language.

Our teachers have tried to carry out your recommendations and suggestions, and some good work has resulted. I am convinced, however, that we are not doing as much as we might nor as much as we ought to do along this line. The teachers feel that the prescribed work in the text-book, much of which is technical grammar, demands first attention, and when that is done, there is little time for real language teaching. Be this as it may, most of our effort is expended in teaching technical grammar, whereas this work should be incidental to a steady and persistent effort to develop the language faculty. The use of language is a habit, and habits of speech, like all other habits, result from repeated doing. It is evident, therefore, that children do not learn to speak and write fluently and correctly by learning definitions and rules in grammar. I question whether it would not be well to omit the teaching of technical grammar, except as we teach a little of it incidentally, from all grades below the high school. Perhaps there is not a definite purpose in our work. I am in sympathy with the thought of many educators that our language teaching should be related very closely to the study of literature and that we should aim not only at the development of the language faculty but the cultivation of a taste for the choicest literature of the ages.

The care of our building deserves special attention. It is always a model of cleanliness throughout.

I wish to take this opportunity to express my appreciation of the assistance and encouragement I have received from you during the year and the loyal support and co-operation of my teachers in efforts to make our work as effective and useful as possible.

GEORGE E. ATWOOD, Principal.



Report of Librarian.

To the Board of Education :

GENTLEMEN :—The Librarian of the Newburgh Free Library respectfully submits the following report for the year ending June 30, 1902 :

The number of books given out for home reading was 87,416 volumes, a daily average of 293 volumes.

There has been an average weekly circulation of 1,748 volumes, and an average monthly circulation of 7,285 volumes.

The largest number given out in one day was on March 1, 1902, when 679 volumes were taken, and the smallest number was on Marchh 5, 1902, when 66 volumes were taken.

The largest monthly circulation was 8,958 volumes in March, 1902, and the smallest was 5,707 volumes, in July, 1901.

The number of persons taking out books for home reading is constantly increasing ; 675 new names have been added to our register, and loan cards have been issued for the same.

This steady increase is a gratifying evidence of the growing popularity of the Library, and the outlook for the future is very promising. The last year did not witness any event of special importance, so far as the Library was concerned ; it has continued a normal growth, has held its old friends and made many new ones, has extended its influence in many directions, and is serving the community with marked satisfaction and success.

Five hundred and nineteen new books have been added to the Library. These have been carefully selected and include a number of valuable books of reference. The pupils of the Publis Schools come daily to consult the reference books in preparing their lessons, and it has been a great satisfaction to feel that the Library is a regular part of the City's system of public education.

There have been 46 volumes donated to the Library by the following persons : Col William Jay, Hon. Louis F. Goodsell, Hon. Jno. D. Wilson, George W. Roome, C. W. Shields, John C. Smock,

Frank W. Miller, Seymour Morris, Thos. W. Balch, Miss M. A. Erwin, John W. Burke, Edward S. Balch, Albert Liffingwell.

The gifts were all duly acknowledged with the thanks of the Board of Education.

There have been 4,519 volumes repaired at the Library and 1,519 at the bindery.

The number of periodicals received at the Reading Room is 48; the number received at the Teachers' Library is 19.

The number of volumes in the Library has been increased to 28,337, and they are located as follows:

In the main room.....	17,886.
Reference room.....	4,295.
Store room.....	2,579.
Teachers' Library.....	509.
Academy Library.....	1,195.
Grand Street School.....	302.
Liberty Street School.....	465.
South Street School.....	342.
Washington Street School.....	370.
West Street School.....	314.
	<hr/>
	28,337.

There has been no change in the library force, which is as follows: Thos. M. Hawthorne, Librarian; Lillie O. Estabrook and Christina V. A. Oakley, assistants.

STATISTICS.

Number of volumes in the Library July 1, 1901.....	26,387
Number added by purchase.....	1,404
Number added by donation.....	46
Public documents.....	280
Worn out and replaced.....	220
	<hr/>
	1,950
Number of volumes in the Library July 1, 1902.....	28,337
Circulation from July 1, 1901, to June 30, 1902.....	87,416
Largest monthly circulation, March.....	8,958
Smallest monthly circulation, July.....	5,707
Largest daily circulation, March 1.....	679
Smallest daily circulation March 5.....	66

two magazines, the Applied Arts Book and the Perry Magazine were added to the list of periodicals in the teachers' reading room. Possibly the books would be more thoroughly read if copies were placed in the several schools.

Respectfully submitted,

IDA C. LEROY,
Supervisor of Drawing.

Newburgh, N. Y., Nov. 11th, 1902.



Instructor in Manual Training.

Newburgh, N. Y., Nov. 7th, 1902.

To the Superintendent of Schools:

The Instructor of Manual Training respectfully submits the following report for the year ending June 30th, 1902:

The Manual Training Classes of 1901-02 reopened September 9th and number 239. They are divided as follows First year, 91; second year, 65; third year, 55; fourth year, 28.

The work of the students in the several grades during the year was up to the standard, and there seems to be no abatement of interest in the work. The course of work has not been materially changed except as to details.

In the first year several exercises have been added to the course in carpentry.

In the second year more exercises in relief work will be added to the carving course.

In the third year new plates of geometric projections have been added to the drawing course.

The instruction given in the first three years is intended only to cover the general principles of construction and the use of various tools, and accuracy is only aimed at as a discipline.

Trades as such are not taught, but attention is given more broadly to the principles and processes which are fundamental to many or most of the handicrafts, and the insight and skill are developed which make adaptations easy.

In the first year the pupil begins with a series of simple exercises with planes and saws, which leads gradually and systematically to the more difficult work in carpentry and joinery.

As in the first, the second year's work in carving is carefully graded from the simplest engraving to the more difficult re-

lief work, and in turning from plain cylinders to ornamental construction. In this work more attention is paid to careful finish and more to stimulating the artistic sense toward taste in ornament.

In the third year besides mechanical drawing, the pupils do advance work in turning, as face-plate work and inside turning and fitting, finishing with turning and polishing original designs.

In the fourth year the students apply the knowledge acquired in the previous years by making a piece of cabinet work. They first make the drawing, tracing and blue print, from which they work, and finish it complete, including staining, varnishing and polishing.

Wood Turning and Carving Room—The equipment of this room consists of sixteen speed lathes, with complete set of tools for each, a carving bench, a cabinet holding sixteen sets of S. J. Adde's carving tools, an eight horse power General Electric motor, a grindstone, a double end emery wheel and a jig saw.

The Carpentry and Joinery room contains sixteen benches providing for a class of twenty-four boys. Each bench is supplied with a complete set of tools which are in constant use. Others less frequently used are found in cabinets in the adjoining department.

Mechanical Drawing Room.—This is a well lighted room on the first floor at the north end of the building. Its furniture consists of nineteen adjustable drawing tables, twenty individual lockers for holding tools and drawings, case room for holding forty-five drafting boards, besides T squares, triangles, models, paper in stock, complete drawings, with all of which it is well stocked.

The boys in the A Grammar Class, numbering 91, are divided into five classes. They have two and one-half hours each week.

The C Academy boys, numbering 65, are divided into three classes. They have two hours each week.

The B Academy classes number 55, are divided into three classes. They have two hours each week.

The A Academy classes, numbering 28, have two hours each week.

The following is a general synopsis of the different courses, which will be extended as time will allow :

FIRST YEAR—CARPENTRY AND JOINERY.**TWO HOURS PER WEEK.****FIRST SERIES—CARPENTRY.**

Care and use of tools, learning divisions of two foot rule, to measure accurately, judge relative sizes and distances by eye from blackboard, and learn name and uses of different tools.

- Exercise** 1....Planing.
" 2....Sawing and block planing.
" 3....Chamfering.
" 4....Planing and rip sawing.
" 5....Halving.
" 6....Boring.
" 7....8-in. square frame with halved joints.
" 8....Plain equilateral triangle.
" 9....Mitre box.
" 10....Mitred frames.
" 11....Gaining with chisel and gouges.
" 12....Review of planing and sawing.
" 13....Knife box.

SECOND SERIES—JOINERY.

- Exercise** 1....Halved lap square joint.
" 2....Halved lap beveled joint.
" 3....Halved lap mitred corner joints.
" 4....Enlarging.
" 5....Halved dovetail, square.
" 6....Halved dovetail, oblique.
" 7....End dovetail, single.
" 8....End dovetail, several tongues.
" 9....Half blind, dovetail joint.
" 10....Blind mortise.
" 11....Trough mortise.
" 12....Angular mortise.
" 13....Brace mortise.
" 14....Beveled splice.
" 15....Straight splice.
" 16....Application of above exercises in making a small panel door, knife box, foot stool or paper rack, tabouret, medicine chest or blacking box.

SECOND YEAR—CARVING AND TURNING.

TWO HOURS PER WEEK FOR FIVE MONTHS.

CARVING—FIRST SERIES—ENGRAVING.

- Exercise** 1....Grooving across grain with reiner.
 " 2....Grooving with grain with reiner.
 " 3....Carved grooves with reiner.
 " 4....Semi-circular grooves with reiner.
 " 5....Mechanical curves, with parting tool, ornamenting with two gouges.
 " 6....Diamond cross grooves 3.16 reiner center, panel ornamented with gouges.
 " 7....Free hand curves with reiner and gouges.
 " 8....Tendril with buds and berries, with various gouges, drawn free hand.

CARVING—SECOND SERIES—RELIEF WORK.

- Exercise** 1....Plain Greek border, flat chisels and carvers' punches.
 " 2....Interlaced Greek border.
 " 3....Open basket work.
 " 4....Conventional clover leaf, moulded.
 " 5....Square panel, quodrofolium.
 " 6....Square panel, maple leaf.
 " 7....Square panel, oak leaf.
 " 8....Adaptation of foregoing exercises in carving, sprays of vines, etc., on frames and other small pieces.

TURNING—CENTRE WORK.

- Exercise** 1....Plain cylinder with gouges.
 " 2....Plain cylinder with chisel.
 " 3....Cylinder tapering both ways.
 " 4....Concave cylinder.
 " 5....Double steeped cylinder.
 " 6....V grooves.
 " 7....Beads.
 " 8....Hollows.
 " 9....Beads, fillets and grooves.
 " 10....Convex and concave grooves.
 " 11....Round baluster, 1½ inch.
 " 12....Carver's mallet.
 " 13....Fitting handle to hollow cylinder.

THIRD YEAR—TURNING AND MECHANICAL DRAWING.

TWO HOURS EACH PER WEEK FOR FIVE MONTHS.

TURNING FACE PLATE WORK.

- Exercise** 1....Corner block.
- " 2....Moulded cap for columns with recess.
- " 3....Model of cone pulley, making and using chuck.
- " 4....Octagonal ring.
- " 5....Round ring.
- " 6....Barrel, with cover fitted on.
- " 7....Goblet.
- " 8....Vase.
- " 9....Card receiver.

MECHANICAL DRAWING.

- ~~Exercise~~ 1....Care and name of tools.
- " 2....Use of materials, drawing board, paper, T square, triangles, compasses, drawing pen, pencils, scroll scale, ink.
- " 3....Lettering in mechanical italic.
- " 4....Cubes.
- " 5....Triangular and Hexagonal Prisms.
- " 6....Projection of a square pyramid.
- " 7....Hollow cylinders.
- " 8....Tee pipe drawn to scale 6 in.—1 ft.
- " 9....Pulley, drawn to scale 3 in.—1 ft.
- " 10....Development of a cylinder.
- " 11....Development of a cone.
- " 12....Notes on working drawings; 1. Size of sheets; 2. Title index, etc.; 3. Sketches, 4. Laying out work; 5. Relation of views; 6. Sectioning; 7. Inking; 8. Dimensioning; 9. Tracing; 10. Blue Printing.

FOURTH YEAR.

TWO HOURS EACH PER WEEK.

Extension and application of previous work of the course, in designing, drawing and constructing a piece of cabinet work, to be entirely of student's design and made from full working drawings, and finished complete, including staining, varnishing and polishing.

Respectfully submitted,

ALEX. J. HUTCHINSON.

Report of Sewing Teacher.

EMMA C. COLDEN.

To the Superintendent of Schools:

The number of pupils in the different serving classes under my charge are as follows:

	4th Grade	5th Grade	6th Grade
Washington Street School.....	18	53	19
Grand Street School.....	0	49	46
South Street School.....	0	57	27
West Street School.....	35	35	10
Liberty Street School.....	0	51	42
Total	53	245	144

There is no material change in the course. The third year, or fifth grade, learn first to make button-holes and sew on buttons, second to gather and put on bands in two different ways, third to set as a gusset, fourth to catch-stitch on flannel, fifth to set in a patch on striped or figured calico.

The fourth year, sixth grade, learn first to darn stockings, second to darn dress goods in the different darns.

The last half of the year each pupil makes some simple undergarment.

Hem-stitching and feather stitching are the only fancy stitches taught, but the time of each pupil is fully employed and if the regular courses are finished each child has some practical knowledge of sewing.

Respectfully submitted,

EMMA C. COLDEN,
Teacher of Sewing.

Newburgh, N. Y., Oct. 25, 1902.

Report of Sewing Teacher.

AGNES TEMPLETON.

To the Superintendent of Public Schools:

I respectfully submit the following report of the sewing classes under my charge:

The regular course in sewing, as taught in our schools, covers a period of four years, beginning with the third grade pupils and ending in the sixth grade. The classes in the first two years are the ones under my supervision.

The classes are as follows:

Washington Street School—four classes, viz: two fourth grade classes, 23 in the first and 19 in the second class; two third grade classes, 26 in the first and 29 in the second class; total 97.

Grand Street School—Five classes, viz: three fourth grade classes, 26 in the first, 13 in the second and 17 in the third class; two third grade classes, 28 in the first and 24 in the second class, total 108.

West Street School—two third grade classes, 16 in the first and 17 in the second class; total 33.

South Street School—five classes, viz: two fourth grade classes, 22 in the first and 18 in the second class; three third grade classes, 16 in the first, 14 in the second, and 15 in the third class; total 85.

Liberty Street School—six classes, viz: three fourth grade classes, 17 in the first, 16 in the second and 17 in the third class; three third grade classes, 15 in the first, 18 in the second and 15 in the third, total 98. Making in all a total of twenty-six classes, and four hundred and eighteen girls. These receive one hour's instruction each week, excepting at the Liberty Street School, and at the South Street School.

Each class receives one hour's instruction a week, with the exception of those at the Liberty and South Street Schools, as there are more classes at those schools, some have only forty minute lessons.

Each pupil is given a blank book as soon as she has perfected a lesson and the model is fastened in the book, and a description of the work is written opposite.

These books are used for the whole sewing course, and when completed are the property of the pupils, and as a whole an earnest endeavor is made (on the part of the pupils) to have them present a neat appearance.

The first lessons are: How to measure the length of thread; to thread the needle, and hold it properly, and the position to sit in while sewing.

The work taught in the first year:

FIRST—THE RUNNING STITCH.

A design is drawn on a square of unbleached muslin by the teacher, and the pupil follows this ~~with~~ the running stitch, ~~using~~ red thread. The child's initials are ~~then~~ written on this same model and is also followed with the same stitch.

SECOND—A BASTING LESSON.

The child is taught to baste two pieces of unbleached muslin together with the even basting stitch, and the uneven basting stitch, the uses for each are explained, and the lines of basting must be straight. The child's eye being her guide in this work. White thread is used on this lesson.

THIRD.

Folding a narrow hem on colored paper.

FOURTH.

Folding a half-inch hem on colored paper and cutting out the square corner.

FIFTH.

Folding a half-inch hem on colored paper and cutting out the mitre corner.

SIXTH.

Cutting the true bias and a bias fold on colored paper,

SEVENTH.

Cutting two gores on colored paper and showing how they fit together to make the fell seam.

NOTE—These lessons on paper are very important, as the child must do all this same work the second year on muslin, and if she forgets, by referring to her book, the subject becomes clear to her mind again.

EIGHTH—OVERHANDING OR TOP SEWING.

In this lesson the child folds and bastes striped calico together (the stripes aid her to turn evenly) and sews it, using the overhanding stitch, white thread being used.

NINTH—OVERHANDING SELVEDGES.

Two selvedges of unbleached muslin are basted together, then overhanded, red thread being used.

This completes the first year's work.

SECOND YEAR'S WORK.

FIRST—HEMMING ON UNBLEACHED MUSLIN.

This first lesson in the second year is a very important one. Folding and basting a half-inch hem straight and learning to hem it neatly. This is done on unbleached muslin and red thread is used, so that the child can see just how each stitch is formed. Two rows of fine running stitches are also sewed on this same model.

SECOND—THE WHITE HEM.

Very narrow hems are folded and hemmed on two sides of an oblong piece of white muslin, then two hems an inch wide are basted carefully and hemmed nicely, white thread being used on the white muslin.

THIRD—SEWING A SEAM AND OVERCASTING.

A piece of unbleached muslin is basted with a straight line of basting, about a quarter of an inch from the edge, and with this

basting for a guide; the seam stitch, also known as two runs and a back stitch, is sewed. The edges are then trimmed off and over-casted nicely, red thread being used.

FOURTH—FELLING ON UNBLEACHED MUSLIN.

The child takes a piece of unbleached muslin, folds and cuts two gores, bastes them together as taught and sews the seam with the seam stitch, then the seam is hemmed down evenly, making the felled seam. Red thread is used on this model.

FIFTH—THE WHITE FELL.

The child having learned the method of sewing the felled seam on the unbleached muslin, now makes the same thing on white muslin, sewing it with white thread.

SIXTH—STITCHING AND BACKSTITCHING.

Two rows of basting are run on a piece of unbleached muslin, about an inch apart. Then a row of stitching is sewed under the first line of basting, and under the second line a row of backstitching is sewed. The child thus learns these two kinds of sewing and can see the difference between them, and learn to distinguish one from the other.

This completes the lessons in the second year's work.

In regard to the past year's work would say that it has been a satisfactory one. The classes have done very good work.

I think better teaching could be given if it were possible to have a room in each school to which the classes could be sent, as is done at the Liberty Street School.

Respectfully submitted,

AGNES TEMPLETON,

Teacher of Sewing.

Newburgh, N. Y., Oct. 25th, 1902.

Report of Attendance Officer.

To the Superintendent of Public Schools of the City of Newburgh:

I hereby submit my annual report for the year ending June 30, 1902:

The compulsory education law is proving to be more helpful year by year and its enforcement does not meet with as much opposition as formerly by parents or children. A few incorrigibles still have to be convinced by extreme measures that there is a law which they must obey.

If there was an institution maintained and controlled by the State to which all truants could be sent, both parents and children would be more inclined to live up to the law than many of them now are.

Our schools testify to the good results of the law by their crowded condition. Children are kept in school longer and receive a better education than the boys and girls of the past.

Instead of leaving school when in the lower grades, they continue on through the grammar grades into the High School.

Ex-Superintendent Draper in his report of 1888 says that there is a large uneducated class in our State and our statistics show that it is growing larger. The attendance at school does not keep pace with the advance in population. This statement of Superintendent Draper is no longer true, says Superintendent Skinner. The recent census shows the population of the State to have increased 21 per cent. in the year, the attendance at public schools has increased nearly 34 per cent. In 1894 the per cent. of the enrollment in public and private schools to school population was 67 per cent., in 1900 it was 87 per cent.

In 1894 the daily average attendance at public schools was 64 per cent. of the enrollment, and but 43 per cent. of the school population. In 1900 the average daily attendance was 71 per cent. of the enrollment and nearly 62 per cent. of the population.

What is true of the State is also true of our own City, the attendance at our schools has increased without any increase in school population and a greater number (that are old enough to work), are in school than there were before the law went into effect.

I am please to report the cheerful co-operation of the Principals and teachers of the public and parochial schools in the enforcement of this law.

The following is a summary of the year's work:

Newburrrgh, N. Y., Oct. 20, 1902.

To the Board of Education:

Total number of visits made.....	1,540
Total nubmer of cases investigated.....	1,376
Total number of cases re-investigated.....	164
Children kept at home by parents (temporary necessity)....	195
Children kept at home by parents (neglect).....	114
Children kept at home by sickness.....	478
Children transported from one school to another.....	90
Children kept at home by poverty.....	84
Children withdrawn from school.....	
Left the city.....	40
At work.....	73
Children found to be truants and returned to school.....	219
Children found to be truants and committed to Truant School by parents through officer.....	8
Children found to be truants and committed to Truant School on complaint of officer.....	4
Children found to be non-attendants and placed in school....	55
Children found employed contrary to Compulsory Act and placed in school.....	16

Respectfully submitted,

C. B. GALATIAN,
Attendance Officer.

Newburrrgh, N. Y., Oct. 31, 1902.

Report of Musical Director.

To the Superintendent:

The report of your director of music at the Newburgh Free Academy is necessarily much the same from year to year, as the same work is done each year, consisting of having charge of the music at the morning assembly, preparing for the receptions held during the year, teaching such Part Song Singing Clubs as the ability of the pupils will permit to be organized, and forming and conducting the Academy Orchestra.

The orchestra of last year was a very efficient one, and, with the assistance of Prof. Repp, supplied the musical selections and accompanied the Grammar Commencement. The orchestra of this year is an unusually large one and gives promise of doing good work. The aggregation of those who have ever played at the Academy, which has been named the "Academy Alumni Orchestra," has lately been growing smaller from year to year, owing to loss of those out of the city who avail themselves of the advantages of our High School. Three were thus lost last year.

During the last year, by the kind permission of the Principal, we tried the experiment of taking fifteen minutes at the end of the last period in the afternoon, once a week, for the purpose of giving instruction in the principles and practice of vocal music to those who expected to attend the Normal schools, and also to any pupils of the A and B classes who were willing to undertake part singing. The result was as successful as could be expected under the circumstance of being commenced somewhat late in the school year.

The same course has already been commenced this year and from the fact that a considerable number are taking interest in this matter, we may reasonably expect better results than last year.

In conclusion, may I ask why our city does not place itself in line with other cities and have music taught methodically in all the grades ?

All of which is respectfully submitted,

G. W. HOLDREDGE.



NEWBURGH FREE ACADEMY

COMMENCEMENT EXERCISES, 1902.

AT THE ACADEMY OF MUSIC,

Friday Evening, June 27th, at 7:45 o'clock.

"ONLY THE BEST."

PROGRAMME.

OVERTURE—"Lucrezia Borgia," Donizetti.....	Orchestra
PRAYER.....	Rev. B. H. Marenes
MARCH—"Blaze Away," Abe Holzmänn.....	Orchestra
SINGING—"In the Harbor we've been Sheltered".....	Class
SALUTATORY.....	Harold Hoffman
ESSAY—"True Liberty".....	Paula E. Fuller
WALTZ—"A Dream of Heaven," Bauer.....	Orchestra
OPPORTUNITIES OF THE SCHOLAR.....	Lyman A. Gerow
ESSAY—"Opportunity".....	Hannah De R. Scharps
MARCH—"From the Opera, "Dolly Varden".....	Mandolins and Guitar
Misses Miller, Ross and Fuller.	
RECITATION—"The First Settler's Story".....	May M. Burhans
FOUR PART SONG—"As the Voyager Turns"	
Misses Corwin, Fuller, Avery, Miller. Messers Levy and Baldwin	
RECITATION—"An Elopment in Seventy-five".....	Sarah F. Kimball
MUSIC—"Popular Songs," M. F. Smith.....	Orchestra
RECITATION—"The Dandy Fifth".....	Louis C. Levy
RECITATION—Selection from "Cape Cod Folks".....	Alice H. Smith
FANTASIA—"Scotch," W. Popp.....	Orchestra
RECITATION—"Our European Guides".....	William L. Baldwin
CLASS SONG.	
VALEDICTORY.....	Ethel L. Harris
ADDRESS TO GRADUATES.....	Hon. M. H. Hirschberg
CONFERRING OF DIPLOMAS.	
William S. Wands. President of Board of Education.	
TWO STEP—"The Varsity Girl," F. T. Ashton.....	Orchestra

HONORS.

VALEDICTORY	Ethel L. Harris
SALUTATORY	Harold Hoffman
CLASSICAL	Hannah De R. Scharps
LATIN SCIENTIFIC	Ernest D. Howell
SCIENTIFIC	Ethel L. Harris
ENGLISH	Harold Hoffman
DRAWING	Georgiana Greenwood, Eva B. Strong

CLASSICAL.

Fuller, Paula Elizabeth
Hirschberg, Stuart

Scharps, Hannah De Rothchild

LATIN SCIENTIFIC.

Avery, Mary Edith
Bayne, George
Daniher, Mabel Marie
Gerow, Lyman Abbott
Haight, Clifford Lent

Hallock, Clara
Howell, Ernest Dean
Keenan, Thomas Joseph
Templeton, Maude Hale

SCIENTIFIC.

Corwin, Bessie
Decker, Henry Pierson
Friend, Isabel Alden
Harris, Ethel Louise
Jamison, Mattie Louise
Kimball, Sarah Francis
Levy, Louis Cleveland

McCullough,, Ethel Martha
Miller, Edyth Della W.
Palma, Tomas Estrada, Jr.
Pickens, Florence Porter
Ross, Katherine May
Sager, Lillian
Smith, Edith Irene

ENGLISH.

Baldwin, William Lawson
Bartrum, Nellie Elizabeth
Burhans, May Marguerite
Burhans, Golda Ray
Chatterton, Edna Lendrum
Countant, John Karlton
Clarke, Loucia Elinor
Cunningham, Thomas
Denton, Durant Augustus
Dixon, Warren Ely
Gillies, Walter Monroe
Greenwood, Georgiana
Hall, Daisy Alexis

Hoffman, Harold
Lawson, Bessie Uptegrove
Leeper, Harold Andrew
Penney, Florence May
Smith, Alice Hoyt
Smith, Ralph Henry
Snyder, William Johnston
Solomon, Gordon Bartels
Strong, Eva Belle
Strong, Nellie Smith
Theall, Florence
Wilcox, Alice Ethel

CLASS SONG.

We come here to-night with glad voices,
To sing of the blue and gold,
And fain would we mark in some measure
Our thanks for all favors of old.

CHORUS.

Then onward and upward ! dear Classmates,
Remembering, "Only the best,"
Let us ever to be true to our motto
And leave to the future the rest.
The past we are leaving behind us,
And happy school days so dear ;
Let us always be earnest and faithful
Tho' life's way be dark or drear.

"Only the best" is the watchword
We'll follow thro' life's career,
What ever hard tasks lie before us,
We'll perform them with hearts sincere.

E. D. M.



GRAMMAR SCHOOL.

COMMENCEMENT EXERCISES, 1902,

AT THE ACADEMY OF MUSIC.

Friday Afternoon, June 27, at 2 o'clock.

PROGRAMME.

MUSIC—"Bethany Commandery March," Myer.....Academy Orchestra
 SINGING—"Unfurl the Starry Flag".....Class
 RECITATION—"The Men who Lose".....Robert C. McCracken
 RECITATION—"The Birth of the Stars and Stripes,"
 Martha S. McCollum
 TWO PART SONG—"Idle Dreams," Seidel.....Girls
 RECITATION—"The Happy Household".....Margaret Louise Smith
 RECITATION—"When Old Jack Died,".....Thomas B. Hornbeck
 MUSIC—"Danze Oriental," Ion Arnold.....Academy Orchestra
 RECITATION—"Artie's Amen".....Florence Lillian Boyce
 RECITATION—"The North and the South".....Rachel Hirschhoff
 RECITATION—"Early Rising".....Nicholas Fitzpatrick
 SINGING—"When all the World is Young".....Class
 RECITATION—"Shadows".....Bertha H. Thorpe
 RECITATION—"Seein' Things at Night".....William Conyngham
 SONG—"The Postillion," Abt.....Seven Boys
 RECITATION—"Goin' Home".....William E. Anderson
 RECITATION—"The Tree Toad".....Harry Smith
 MUSIC—"Beaucaire Waltzes," Ascher.....Academy Orchestra
 RECITATION—"Caldwell of Springfield".....Maude Layman
 DECLAMATION—"Lincoln the Orator".....Floyd E. Johnson
 SINGING—"The Beautiful Bright Today".....Class
 ADDRESS.....Rev. Augustus E. Barnett

DISTRIBUTION OF CERTIFICATES OF GRADUATION.

GRADUATES.

Abel, Georgina A.	Lamont, Sloan
Allen, William	Lawrence, Elizabeth A.
Armour, John S.	Layman, Maud B.
Atwood, Harry	Leeper, Anna Belle
Anderson, William E.	Lent, Winfred F.
Barnes, Fred	Lockwood, Mabel L.
Bennett, Maude A.	Macnell, Harry J. A.
Boyce, Florence L.	Maloney, Joseph F.
Brewster, Stella	Mathews, Estella
Bright, Vanesha	Manurter, Alex. I.
Brown, Hammersley	McCollum, Martina S.
Brown, Mamie	McConnell, Anna E.
Buchanan, Grace M.	McCracken, Robert C.
Burrows, Alexander	McLernon, Robert
Callahan, Floyd L.	McNair, Jennie
Callwell, Montellia G.	Miller, Henry S.
Campbell, Harry C.	Moores, George E.
Carnright, Le Roy	Nash, Adelaide F.
Cliff, Frank	Nathan, Freda
Cohen, Harry	Palmer, Gerald A.
Conkling, Myrtle M.	Patterson, Margaret
Conyngham, Wm. E.	Perkins, Alice M.
Cooney, Lawrence F.	Perkins, W. Wands
Corwin, Helen	Phelps, Arthur H.
Courtney, William B.	Pierson, Gertrude R.
Cunningham, Arthur	Pope, Dudley B.
Cunningham, John H.	Randall, Adele B.
Custer, Margaret D.	Ray, Helen R.
Dailey, Jennie M.	Riley, Ethel M.
Dobbs, Susie L.	Rose, Raymond H.
Ennis, Frank R.	Ryder, Harrison M.
Fitzpatrick, Nicholas	Sands, Viola C.
Freese, Dora	Schouten, Waldron A.
Fuller, Maud S.	Scott, Leora S.
Gardner, William B.	Shuart, A. Louise
Gibson, Frank W.	Smith, Harry F.
Gilman, Alex G.	Smith, Florence L.
Gleason, Chas. B.	Smith, Tillie M.
Gillespie, William	Smith, Margaret L.
Gottlieb, Israel M.	Smith, William
Gottlieb, Millie	Still, Irma H.
Haible, Charles J.	Sweet, Charles A.
Hanford, J. Percy	Templeton, Harry M.

Hentze, Anthony
Hewitt, Florence
Hirschkoff, Rachel
Holley, Adelbert
Hornbeck, Thomas B.
Jerome, Lillian
Johnston, Ethel
Johnson, Floyd
Johnston, Helen
Jordan, Henry C.
Keefe, Bertram
Kenney, James W.
Ketcham, Clarence S.
Kidd, Madeline E.
Knox, Chas. H.
Laird, Roy

Thorpe, Bertha H.
Tierney, Maude
Todd, William J.
Walker, Ethel
Ward, Anna E.
Watts, Arthur J.
Weed, Florence M.
White, Flora M.
White, Sattie A.
Williams, Edward J.
Wisner, May
Woodburn, James S.
Workman, John
Woolsey, Maud M.
Wygant, Theodore H.
Wynn, Fannie S.



Address to Academy Graduates.

By HON. M. H. HIRSCHBERG.

Young ladies and gentlemen: I had almost so far forgotten myself as to say "girls and boys"—that would have been a break—I have been commissioned by the Board of Education to speak the words of counsel and advice which custom has prescribed as one regular, never-to-be-omitted number in the graduation exercises. Before you go it is ordained that you must be talked to. I suppose I have been selected for this very agreeable task because there is a tradition surviving the past century to the effect that I have done it before. Whatever the cause, I appreciate the honor and rejoice in the privilege. My only regret is that I can tell you nothing new. Many staid and sober truths as old as civilization and school houses are as seasonable during commencement time as the June roses. They are not perennial, but flourish annually in the commencement tropics. This year, fortunately for our comfort, we graduate during unusual commencement arctics. Others standing where you do now, like you in the flush of youth and hope, have been told, as you are to be, that this is the happiest period of your life; that your education is really only commenced, not finished; that you are standing upon the threshold of a new era, that the State has given you your education, and the State expects much from you in return; that education is after all only preparation for the hard, stern, exacting work of life; and that its beneficent influence will pervade every future moment, soften every sorrow and illumine every joy. And, however trite these truths may be—however oft repeated—they come to you but once for the moment green and fresh. An elderly lady went into one of the large toy shops recently and finding much the same goods as in former years, asked rather impatiently, "Do you never have any new toys?" "No, madam," answered the shopkeeper, very humbly, "but the children are new." And so in the bloom and grace and sweetness of youth the old lessons of life renew their freshness, while young hearts continue to beat high and strong and warm, while hope springs eternal, while bright eyes look confidently into a future which seems wholly cloudless, and the glad graduate in gay attire remains a thing of beauty and a joy forever.

I congratulate you, my young friends, on your position and on your preferment. That you have earned your place by zeal and industry goes without saying. That you have taken advantage of your opportunities is abundantly attested by the ease, the self-possession and the proficiency

of those to whom we have had the pleasure of listening. And I am admonished by what I see equally as by what I have heard, that the world is moving, even the little world of Newburgh. For the last time that I had the honor of addressing an Academy graduating class—twenty-one years ago—beyond the memory of any of you—the surroundings were far less auspicious than now. The scene of that brilliant event has since been converted into a very suitable stable—this elegant theatre has sprung up as a very gratifying evidence of the progress of time. The class was then scarce half in number the size of this one, and your attainments, I am sure, exceed in scope and variety the best which your alma mater could offer in that distant day. For the standard of general education has so advanced that it is entirely within bounds to say that a graduate of the Newburgh Free Academy who enjoys its advantages to the fullest may be now as well equipped in the way of scholastic learning as a graduate of any ordinary collegiate institution in his father's father's day.

But scholastic learning is not the whole of education. It would be sad indeed if education consisted solely in cramming facts and figures into the mental storehouse, in mastering the eccentricities of mathematical mystery, in studying the evanescent moods of shifting science, or in listening to voiceless echoes from the tombs of dead tongues. True education is the end of which learning is the means. It is development; it is discipline; it is individuality; it is growth, physical, mental, spiritual; it is power to be, to do and to dare the utmost and the best that is within the will of God and the nature of man. It inspires good citizenship, supports the social purposes of humanity, idealizes even the scramble for daily bread, glorifies the routine of existence with the halo of poetry, of literature and romance, and tends at all times and in every way to make life sweet and wholesome. For as a recent writer has well said: "The end of life is human discipline, is not the getting of property, not even the getting of knowledge, but is the getting of character and accomplishment, a human acquisitiveness. This is an old message but it is increasingly imperative. It is, first of all to be and then to know and to do, and only incidentally to have. * * * * As a plan of life, it is simply the extension of education; and the extension of education, the making of education a life-process instead of a school purpose, is in fact nothing less splendid than the practical carrying out of the quest of human perfection."

We are sometimes told by superficial thinkers that in this "life-process" education is occasionally a clog rather than an aid; and the sentiment has lately been uttered in a high place and by a man of considerable distinction, that a lad thrown out in the world to shift for himself without the resources of the school will accomplish more in the end than one carefully and wisely nurtured and prepared. I don't believe it unless in a very exceptional case. Education never harmed any one.

If injury has ever resulted from it, it has come from a short allowance rather than an over-dose. Native genius, of course, is better than learning, but native genius is also infinitely better for learning. And native genius and learning when combined create the very highest type of intellectual endowment; that supreme and exalted type of mentality which exhibits habitually the crystal quality of thought and action to which the world has given the good, old-fashioned, glorious name of common sense.

Be you as men and women, earnest, honest and practical. This is a world of labor, not of play. Follow your ideals, however high, and give the fullest scope to every reasonable ambition. Never be satisfied with anything short of your very best. Cultivate a spirit of cheerfulness. Don't worry and grumble at every petty annoyance of life, but remember on the contrary, that serious trouble may often be dissipated with a smile. The iron bonds which bind you to the grievous cares of existence may be severed at times, if not with the sledge that shatters, at least with the sunshine that melts. Learn to look upon the bright side. There generally is a bright side, even though it be small. If you have had bad luck fishing, you can remember the good luck you had when digging worms. Be faithful, helpful, hopeful, industrious, generous, charitable, just and true. As good and useful citizens you will prove a credit not only to yourselves but to the institution which now sends you forth into a world of trials and temptations, but also of compensations and rewards, into which world you carry with you the sincerest wishes for your success of this audience, of officials, of teachers, of relatives and friends, and also, I assure you, of their humble spokesman.

As my parting benediction I venture to repeat a sentiment I uttered nearly a quarter of a century ago under similar circumstances, but when your fathers and mothers were graduating, viz:

"May the future be fraught with the most ample fulfillment of your highest hopes, and from to-night to the close of life, when Time swings wide its outward gate to weary age, may the choicest flowers of love and friendship blossom on the pathway beneath your feet and at the wayside."



Address to Grammar School Graduates.

BY REV. A. E. BARNETT.

Had King Edward been crowned yesterday the Koh-i-noor of all the clustered gems in his priceless diadem would have sent the brightest flash down through the gloriously gloomy nave of royal Westminster.

This to many of you is the most dazzling moment of the brightest of life's glistening days. It is tremulous with hope. It throbs with aspiration. It is luminous with gratitude. It is the Koh-i-noor in the coronet of life.

We stood where you proudly stand to-day, and can well remember the emotions, the congratulations, and resolutions of the golden hour. It is now our turn to felicitate and most gladly and heartily we do so, joining therewith our best wishes for your future. The diplomas to which you are entitled are the best compliments we can pay you. They eloquently represent on the part of your educators their appreciation of your merit, and on your part the result of patient toil and strenuous work.

Years have intervened since you took the first uncertain step on the road to the goal of graduation. It seemed a long, long way; you were often weary; the sun sometimes blazed so hotly, or the winds dashed down their ice so furiously, that you begged to be excused from school, but father, mother, brother, sister, or teacher wisely held the prospect of this very day before you, and you were not disobedient to the vision. What seemed impossible to reach because so far away has been attained. So you will find it in days to come.

Was I right, do you think in referring to this day of graduation as the goal? Probably not. It is simply a goal, or ought to be. The athlete has not reached the goal when, the arduous days of training over, he waits the click of the pistol trigger to spring like the bullet from the muzzle into the struggle that will strain wind and nerve and muscle. The builder has not reached the goal when the foundation stones firmly set await the laying on of superstructure. Gable and cornice, piazza, chandelier and the thousand conveniences that make home are yet essential.

The boy who regards this diploma as the goal receives to-day the death warrant of his intellectual life. I will gratuitously act as undertaker and call upon this audience to walk up and see the remains of the deceased and shed a pious tear over so premature a death. No, the goal is the fullest development of which your physical, mental and moral nature

is capable, carried on through life, which does not consist of one gigantic leap, but of a succession of steps—one of which is your graduation here to-day.

And this is true whether the diploma is to be the passport to some other hall of learning where your mind will be enlarged by further technical or classical studies, or whether it is the last and only one you ever expect to receive. Some of you have to go into the world now to make the best of your equipment, either your taste or circumstances being responsible for your choice.

But for the guidance of you all, let me hasten to say that life will be a success just in proportion as the qualities that have secured your diploma are cultured and allowed free scope and play.

You recall the story often attached to Michael Angelo. Before he reached the foot of the ladder of fame a brother artist one day in his absence walked into his studio. There on the easel was a picture just painted by the future master. It was a daub, but a splendid daub at that, prophetic of possibilities. The visitor took up a brush and wrote one word across the canvas, "Amplius." The hint evoked the best. The word was the seed whence sprang the harvest of Sistine Chapel visions, Titanic in their majesty.

One might almost pray to-day to be inspired to write some such magic word across the slumbering or half awakened gifts and capacities with which you are endowed. In others they have conquered, why not in you ?

They carried a poor stutterer like Demosthenes to an unapproachable height of oratory. They enabled Pericles to carve his name on pillars and friezes that refuse to crumble. They bore along the Appian Way the unassuming apostle to whose weary heart the promised crown bore such dauntless courage that he could nobly die having nobly lived.

They brought a young English yeoman named Cromwell from obscurity and made him the decapitator of tyranny and the high tide mark of patriotic democracy. They forced a diffident Virginian to the head of an army of heroes whose feet bled in the snows of Valley Forge and whose arms compelled victory at Saratoga and Yorktown. They secured immortal renown for a gaunt Illinois railsplitter whose slate when a boy was a log, whose pencil was charcoal and whose Emancipation Bill is one of the precious heirlooms of the ages.

They took to the black Crimean shores that angel of pity whose tender ministries to the wounded and dying will make the name of Florence Nightengale a synonym of love while the world lasts.

They have thrust out from the schools of your own city, young ladies and gentlemen, a man greatly honored in the councils of State and who may yet prove that it is no further to the White House from the back of an ice wagon than from a log hut or canal boat.

Do you ask what these gifts and capacities are ? I will briefly

name them: Patience, Industry, Perseverance, Courage, Cheerfulness, Integrity.

Sir Isaac Newton said concerning the first: "It is not that I am more brilliant than other men but that I am more patient." Think of that when you see an apple fall or hear the word "gravitation." Without industry you will not amount to much. It was hard to get on without it in the 19th century; it will be harder still in the twentieth. The lazy will go to the wall. We frequently see that industry is a richer gift than genius. It takes men further in the long run. The tortoise catches the hare as often in our day as in Aesop's. Allied to this is perseverance, which says to the astronomer, "Watch your stars;" to the farmer, "Hold steady your plough;" to the blacksmith, "Believe in your forge;" to the student, "Master your subject;" to the housewife, "Glorify your needle, look well to your oven, and attend to the babies;" to the discouraged,

"If what afar appeared so grand
Turns to nothing in thy hand,
On again, though virtue lies
In the struggle, not the prize;"

and to one and all, "Pour generously the waters of your life into these or other runlets, and they will combine into brooks, the brooks will find the river and the rivers all flow oceanward."

It is grand to see a man struggling in the billows of life, thrown back by the waves and yet determined to reach the shore, and when he succeeds in reaching it, tearing down masses of beetling rocks and putting his feet on them, so that he actually rises by the things that threatened to crush him.

Some of you will have to say a "Yes" or a "No" that will cost you drops of blood. From the moment of your decision you will degenerate or bloom. The monosyllable will decide your destiny—a destiny in which three worlds are interested. Moral courage is the need of the times. Not courage to do great things, so called, but to do the greater things which we call "little."

There will always be courage enough to swim floods, to rescue children from burning houses, to make bayonet charges on fields of battle, but always too little courage to befriend the forsaken, to defend the innocent, to do picket duty for advanced ideas, to stand as lonely sentinels in the vanguard of progress.

It was his cheerfulness, I suppose, brightening and blessing every person he met, every room he entered, every city he visited transforming the common, irritating sand grits in the oyster shell of life to pearls, that made Father Taylor say of Ralph Waldo Emerson, "It will never do to send him to hell, for just as soon as he gets there he will change the climate and the tide of immigration will set in that way."

Integrity, however, is the keystone of the arch, the apex of the pyramid, the hub of the wheel of being. Without a sound, wholesome

moral character you will in the end amount to nothing. A flaw here is deplorable and fatal. If this fails, all fails. You may be as brilliant as Alexander, as profound as Bacon, as versatile as Napoleon, but if you are as dissolute as the first, as mean as the second, as destitute of manly virtues as the third, though sycophants may fawn before you, to every rightly constituted man or woman you will be an object of loathing and contempt. The Greeks gloried intellect and reserved the laurels for the sage, the Romans in decline were satisfied with muscle and threw the chaplet to the gladiator wet with animal or human gore, but this age in its churchmanship, statesmanship, literature, art, science, commerce, society and home demands character and lauds it whether it finds it in the hero who keeps a pack of savages at bay on the outskirts of civilization, in the governor of an island through whose hands sixty million dollars pass and who has to draw on his own slender resources in order to come out even when he leaves his post, or in the Salvation Army lassie who delves for diamonds in the dregs of the slum. "Great not like Caesar stained with blood, but only great as I am good." Adopt that motto, let it be an established principle and conviction of your soul and nobody, not even yourself, need be concerned about your future here or hereafter. God will be on your side. Even Sisera will fight on your behalf.

"What shall I do to be for ever known?"

"Thy duty ever."

This did full many who yet slept unknown.

Oh, never, never!

Thinkest thou perchance that they remain unknown

Whom thou know'st not?

By angel trumpets in Heaven their praise is blown.

Divine their lot.

"What shall I do to gain eternal life?"

Discharge a right.

The simple duties with which each day is rife.

Yea, with thy might.

Ere perfect scheme of action thou devise,

Will life be fled,

While he who ever acts as conscience cries,

Shall live, though dead.



Roll of Honor.

The following named scholars have been neither absent nor tardy during the school year ending June 30th, 1902:

NEWBURGH FREE ACADEMY.

Louis Levy,
Eva Strong,
Sadie Kimball,
Nellie Bartrum,
Golda Burhans,
Ethel McCullough,
Thomas Cunningham,
Walter Gillies,
Florence Vredenburg,
Harriett Barnes,
Caron Sobel,
Percival Galt,
Gertrude Hewitt,
Robert Johnston,
William Keenan,
Ida Levy,
George Mason,
Ervin Stein,
Agnes Macintosh,
Frank Robinson,
Ethel Johnston,
Marquis McCroskery,
Harold McCord,
William McGiffert,
Fannie Kinney,
Emma Grimley.

Hazel McCornal,
Alberta Layman,
Esther Thompson,
Florence Gale,
Mable Elliott,
Eva Phillips,
Harry Dawson,
Raymond Connolly,
Mabel Bayne,
Vianna Kilmer,
Merritt Lozier,
Edward T. Moore,
Charles Bull,
John Davis,
Fred Joslin,
Florence Boyce,
William Allen,
Roy Laird,
Griggs Waring,
Maud Layman,
Le Roy Carnwright,
Harry T. Smith,
Harry Templeton,
Millie Gottlieb,
Ethel Riley,
May Wisner.

WILLIAM H. DOTY, Principal.

WASHINGTON STREET SCHOOL.

Mamie Brown,
Grace Buchanan,
Anna McConnell,
Bertha Thorpe,
Lawrence Cooney,
James Kenney,
Alexander Mahurter,
Standley Sands,
Anna Matuszewski,
Martha McWilliams,
Violet Solomon,
Grace Roosa,
Elsie Collins,
Elizabeth Graham,
William Eipper,
Frank Hassdenteufel,
Emma Graham,
May Armour,
Jennie Murray,
Bessie Parrott,
Daniel Brewer,
Mary McCracken (2nd year)
Edward Hunt,
Ella McConnell,
Susan Fuller,
Harry Kilchenmann,
Clarence Hedges,
Russell Scott,
James Bausch,
William McCracken,

Satie White,
Estella Mathews,
John Armour,
William Courtney,
William Gillespie,
Joseph Maloney,
Gregg Courtney,
William Matuszewski,
Clara McConnell,
Marion Hedges,
James Cathcart,
Hattie Lockwood,
Sarah Lamount,
Harry Hyatt,
William Brown,
Grace Dunn,
Willie Scott,
Margaret A. Cathcart,
Elizabeth Newsome,
Ethelyn Sloan,
Mary McCurry,
Whyolia Thorpe,
William Hellstern,
William Lamont,
Agnes Seymour,
Edgar Lockwood,
John Hunter,
William McCormick,
Michael Mancini,
Stella Brown.

W. H. KELLY, Principal.

GRAND STREET SCHOOL.

Georgina Abel,
Eleanor Allison,
William Blum,
Annie Brundage,
Daisy Buckmaster,
Della Burton,
Floyd Callahan,
John Campbell,

Robert McIntosh,
Ella McCauley,
Albert McCaw,
Annie Meyers,
George Moores,
Jennie Nathan,
Harry Noyes,
David Nugent,

Edward Carpenter,
Mary Caulfield,
William Clark,
Charles Eltmeyer,
William Fairchild,
Harold Hawks,
Laura Hollenbeck,
Floyd Johnson,
Jay Kilpatrick,
Harry Kinnicut,
Adonia Koubeck,
Mollie Lozier,
Lillian Mackey,
Helen Mapes,

Floyd Ostrander,
Harry Pickard,
James Rose,
Helen Tears,
Anna Shulmeyer,
Oliver Smith,
Tillie Smith,
Lylvia Stevenson,
John Thompson,
Elberon Van Scoy,
Odle Van Scoy,
James Walsh,
Harry Warren,
Theodore Weygant.

CHAS. E SNYDER, Principal.

SOUTH STREET SCHOOL.

William Brown,
Louisa Davis,
Chas. Stratton,
Fred Waddington,
Wm. Miller,
Leo Knapp,
Harry Cratt,
William Wynn,
Leighton Brundage,
Adelaide Bates,
Jane Macintosh,
Viola Johnston,
Myra Clarke,

August Gerhardt,
Stephen Herbst,
Joseph O'Donnell,
Frank Hunter,
Eva Coursen,
Roland Lent,
Warren Bayne,
Jennie Brown,
Mary Gerhardt,
Henry Wandelt,
Florence Bayne,
Clarence Guthrie,
Louise Meyers (5 years),

MYRON D. DUSINBURY, Principal.

WEST STREET SCHOOL.

Albert Cooney,
Henry Ross,
Geo. Caldwell,
Annie Senior,
Samuel Dunlap,
Howard Miller,
Fred Mellor,

Lillian Halstead,
Walter Greenwood,
Anna Anderson,
Alice Lupton,
Viola Epps,
Margaret A. Dunlap.

AGNES C. MILLER, Principal.

LIBERTY STREET SCHOOL.

William Campbell,
Dayton Greatsinger,
Warren Moores,
Thomas White,
Elsie Griggs,
Clara Wilkes,
Annie Bennett,
Daisy Ryan,
Robert Ewers,
John Toohey,
Edward Fitzpatrick,
Margaret Ryan,
Charlotte Ackert,
Etta McCracken,
Kate McMahon,
Helen Barton,
Mary Fluss,
George Powers,
Harry Post,
Edna Siener,
Grace Best,
Anna O'Brien,
Adelaide Thompson,
Ernest Cleveland,

Julius Linehart,
Frank Wilkes,
Anna Everson,
Anna McKeon,
Jennie Smith,
Ethel Halstead,
Florence Best,
Emma Ryan,
Helen Harrison,
Alfred Johanson,
James Wands,
Charles Laverty,
Walter Kilmer,
Harry Fleming,
Charles Doderer,
Charles Shay,
Alfred Boyle,
Joseph Gillespie,
Willie Mullen.
Theodore Lineheart,
Ralph Burke,
Archibald Laurell,
David Smith,
Frank Selke.

GEORGE E. ATWOOD, Principal.



Officers of the Alumni Association of the Newburgh Free Academy.

1902-1903.

President Emeritus.....	John W. Doughty
President.....	Harry Hirschberg
First Vice President.....	LeGrand W. Pellett
Second Vice President.....	Mrs. Augustus Senior
Third Vice President.....	James W. Fowler
Fourth Vice President	Mrs. George H. Merritt
Fifth Vice President.....	N. Deyo Belknap
Recording Secretary.....	Mrs. George E. Trimble
Corresponding Secretary.....	William J. Wygant
Treasurer.....	Hiram Lozier

EXECUTIVE COMMITTEE.

Dr. John Deyo, '73, Chairman.

John H. Bancroft, '73	Miss Clara A. Gillies, '97
George W. Peck, '79	Miss Mabel T. Leeper, '00
Charles W. U. Sneed, '98	Miss Marie W. Fawcett, '91
Alexander W. Coleman, '98	Miss R. Bell Chapman, '81



Course of Study.

PRIMARY DEPARTMENT.

FIRST YEAR.

Number Work.....	Combinations, through No. 10.
Reading.....	Ward's Phonograms.
Reading.....	Ward's Primer.
Reading.....	Ward's First Reader, commenced.
Physiology.....	Oral, 30 lessons, Pathfinder, No. 1.
Writing.....	Smith's Primer.
Drawing.....	Prang's Elementary Art Course, 2-3 hour per week.

SECOND YEAR.

Arithmetic.....	Read and write numbers to 1,000. Combinations to 25, addition and subtraction tables completed.
Fractions in and including tenths, numerator one, original concrete work.	
Writing.....	Smith's Short Course, Books I and II.
Drawing.....	Prang's Elementary Art Course, 1 2-3 hours per week.
Reading.....	Ward's First Reader completed
Reading.....	Baldwin's First Reader
Reading.....	Ward's Second Reader.
Physiology.....	Oral, 30 lessons, Pathfinder No. 1.
Spelling.....	Drill from reading lessons.

THIRD YEAR.

Arithmetic.....	Atwood's complete graded Arithmetic. Grade III.
Writing.....	Smith's Short Course, Books III, and IV.

Spelling.....	Harrington's Speller, Part 1, pages 21 to 36.
Drawing.....	Prang's Elementary Art Course, 1 2-3 hours per week.
Reading.....	Baldwin's Second Reader.
".....	Ward's Third Reader.
Physiology.....	First Half Child's Book of Health, (Blaisdell) Oral, 30 lessons.

FOURTH YEAR.

Arithmetic.....	Atwood's Complete Graded Arith- metic. Grade IV.
Writing.....	Smith's Regular Course, Books I and II.
Spelling.....	Harrington's Speller, Part I, pages 37 to 56.
Geography.....	Natural Elementary to page 65.
Language Lessons.....	Hyde's Practical Lessons in Eng- lish, Part I.
Drawing.....	Prang's Elementary Art Course, Books 1 and 2, 1½ hours per week.
Reading.....	Baldwin's Third Reader.
Physiology.....	First Half of Pathfinder, No. 2.

FIFTH YEAR.

Arithmetic.....	Milne's Elements, pages 138 to 205.
Intellectual Arithmetic.....	Colburn, for drill.
Writing.....	Smith's Regular Course, Books 3 and 4.
Spelling.....	Harrington's Speller, Part I, pages 56 to 78.
Geography.....	Natural Elementary, completed
Language Lessons.....	Hyde's Practical Lessons in Eng- lish, Part II.

Drawing.....	Prang's Elementary Art Course, Books 3 and 4, 1½ hours per week.
Reading.....	Baldwin's Fourth Reader.
Physiology.....	Pathfinder No. 2, completed.
Supplementary Reading in all grades.	
Music in 4th and 5th years, one hour per week—National Second Music Reader.	

GRAMMAR DEPARTMENT.

SIXTH YEAR.

Arithmetic.....	Milne's Standard, pages 99 to 183.
Intellectual Arithmetic.....	Colburn, for drill
Writing.....	Smith's Regular Course, Books 5 and 6.
Spelling.....	Harrington's Speller, Part II, pages 1 to 31.
Geography.....	Natural Advanced to page 93.
Grammar.....	Reed & Kellogg's Graded Lessons in English to lesson 48.
Drawing.....	Prang's Elementary Art Course, Books 5 and 6, 1½ hours per week.
Reading.....	
Physiology.....	First Half How to Keep Well, (Blaisdell).

SEVENTH YEAR.

Arithmetic	Milne's Standard, from page 183 to 225.
Intellectual Arithmetic	Colburn, for drill.
Writing	Smith's Regular Course, book 7.
Spelling	Harrington's Speller, Part II, pages 32 to 60.
History	Montgomery's United States to

	page 191.
Geography	Natural Advanced, complete the book.
Grammar	Reed & Kellogg's Graded Lessons in English, lessons 48 to 81 inclusive.
Drawing	Prang's Elementary Art Course, Books 7 and 8. 1½ hours per week.
Reading	
Physiology	How to Keep Well, complete, (Blaisdell).

EIGHTH YEAR.

Arithmetic	Milne's Standard, completed.
Intellectual Arithmetic	Colburn's for drill.
Writing	Smith's Regular Course, book 8.
Spelling	
Bookkeeping	Montgomery's Bookkeeping, single entry.
History	Montgomery's United States and the Constitution of the United States, complete.
Grammar	Graded Lessons in English complete.
Grammar	Composition special.
Drawing	Prang's Elementary Art Course, Books 9 and 10, 2 hours per week.
Physiology	Our Wonderful Bodies, (Hutchinson).

Music in all grades, one hour per week—National Second Music Reader.

Course of Study.

ACADEMIC DEPARTMENT.

ENGLISH COURSE.

NINTH YEAR.

<i>First Term.</i>	<i>Second Term.</i>
Physical Geography,	Botany,
Algebra,	Algebra,
Advanced Grammar,	Advanced Grammar,
American Literature,	American Literature,
Physiology.	

TENTH YEAR.

<i>First Term.</i>	<i>Second Term.</i>
Double Entry Bookkeeping or	
Grecian History,	Civics,
Algebra,	Advanced Arithmetic,
Physics,	Physics,
Rhetoric and Literature,	Rhetoric and Literature,

ELEVENTH YEAR.

<i>First Term.</i>	<i>Second Term.</i>
English Literature,	English Literature,
English History,	Advanced U. S. History,
Geometry,	Geometry,
Chemistry,	Chemistry,
Manual training and drawing (Prang System) each one-half day a week.	

SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

Physical Geography,
Algebra,
Advanced Grammar,
American Literature,
Physiology.

Second Term.

Botany,
Algebra,
Advanced Grammar,
American Literature,

TENTH YEAR.

First Term.

Double Entry Bookkeeping,
Physics,
Algebra,
Rhetoric and Literature,

Second Term.

Civics,
Physics,
Algebra,
Rhetoric and Literature.

ELEVENTH YEAR.

First Term.

French or German,
English History,
Geometry,
Chemistry,
English Literature,

Second Term.

French or German,
Advanced U. S. History,
Geometry,
Chemistry,
English Literature,

TWELFTH YEAR.

First Term.

French or German,
Geology,
Grecian History,
Solid Geometry,
English—College Preparatory,
Manual Training and Drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

Second Term.

French or German,
Astronomy,
Advanced Algebra or Zoology,
Roman History,
English—College Preparatory,

LATIN-SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

Physiology,
First year Latin,
Algebra,
Advanced Grammar,
American Literature,

Second Term.

First year Latin,
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

Physics,
Algebra,
Caesar and Latin Prose,
Rhetoric and Literature.

Second Term.

Physics,
Algebra,
Caesar and Latin Prose,
Rhetoric and Literature or Civics.

ELEVENTH YEAR.

First Term.

Cicero and Latin Prose,
Geometry,
French or German,
English Literature.

Second Term.

Cicero and Latin Prose,
Geometry,
French or German,
English Literature.

TWELFTH YEAR.

First Term.

Virgil and Latin Prose,
Grecian History,
French or German,
Solid Geometry or U. S. History, Roman History,
English—College Preparatory, English—College Preparatory.

Second Term.

Virgil and Latin Prose,
Advanced Algebra or Zoology,
French or German,
English—College Preparatory.

Manual Training and Drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

CLASSICAL COURSE.

NINTH YEAR.

First Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature,
Physiology.

Second Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature,

TENTH YEAR.

First Term.

First year Greek,
Rhetoric and Literature,
Caesar and Latin Prose,
Grecian History,

Second Term.

First year Greek,
Rhetoric and Literature,
Caesar and Latin Prose,
Roman History.

ELEVENTH YEAR.

First Term.

Cicero and Latin Prose,
Anabasis and Greek Prose,
Geometry,
English Literature and Com-
position.

Second Term.

Cicero and Latin Prose,
Anabasis and Greek Prose,
Geometry,
English Literature and Com-
position.

TWELFTH YEAR.

First Term.

French or German,
Virgil and Latin Prose,
Iliad and Greek Prose,
Advanced Algebra,
English—College Preparatory,

Second Term.

French or German,
Virgil and Latin Prose,
Iliad and Greek Prose,
Advanced Algebra,
English—College Preparatory.

Manual training and Drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

Classes in Plane Trigonometry formed as required.

Students preparing for admission to Normal Schools and

Teachers' Training Classes are required to take U. S. History in place of Solid Geometry in the Scientific and Latin Scientific Courses, and Civics in the last half of the tenth year in the Latin-Scientific Course.



COURSES OF STUDY ARRANGED FOR COMPARISON.

ENGLISH.		SCIENTIFIC.		LATIN SCIENTIFIC.		CLASSICAL.	
NINTH YEAR.		NINTH YEAR.		NINTH YEAR.		NINTH YEAR.	
FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.
Algebra, Ad. Gram., Literature, Ph. Geog., Physiology.	Algebra, Ad. Gram., Literature, Botany,	Algebra, Ad. Gram., Literature, Botany, Physiology.	Algebra, Ad. Gram., Literature, Botany,	Algebra, Ad. Gram., Literature, Beg. Latin, Physiology.	Algebra, Ad. Gram., Literature, Beg. Latin,	Algebra, Ad. Gram., Literature, Beg. Latin, Physiology.	Algebra, Ad. Gram., Literature, Beg. Latin,
TENTH YEAR.		TENTH YEAR.		TENTH YEAR.		TENTH YEAR.	
Algebra, English, Physics, Bookkeeping,	Ad. Arith., English, Physics,	Algebra, English, Physics, Bookkeeping,	Algebra, English, Physics,	Algebra, English, Physics, Caesar,	Algebra, Eng. or Civics, Physics, Caesar.	English, Caesar, Beg. Greek, Grec. Hist.,	English, Caesar, Beg. Greek, Rom. Hist.
ELEVENTH YEAR.		ELEVENTH YEAR.		ELEVENTH YEAR.		ELEVENTH YEAR.	
Geometry, Eng. Lit., Chemistry, Eng. History,	Geometry, Eng. Lit., Chemistry, Ad. U. S. His.	Geometry, Eng. Lit., Chemistry, Eng. History,	Geometry, Eng. Lit., Chemistry, Ad. U. S. His.	Geometry, Eng. Lit., Cicero, French or Ger.,	Geometry, Eng. Lit., Cicero, French or Ger.,	Geometry, Eng. Lit., Cicero, Anabasis,	Geometry, Eng. Lit., Cicero, Anabasis.
TWELFTH YEAR.		TWELFTH YEAR.		TWELFTH YEAR.		TWELFTH YEAR.	
French or Ger., Grec. Hist., Geology, Solid Geom., College Prep. (English)	French or Ger., Rom. Hist., Astronomy, Ad. Alg. or Zool College Prep. (English)	French or Ger., Rom. Hist., Astronomy, Ad. Alg. or Zool College Prep. (English)	French or Ger., Rom. Hist., Astronomy, Ad. Alg. or Zool College Prep. (English)	French or Ger., Grec. Hist., Virgil, S. Geom. or U. Ad. Alg. or Zool S. Hist., College Prep. (English)	French or Ger., Rom. Hist., Virgil, S. Geom. or U. Ad. Alg. or Zool S. Hist., College Prep. (English)	French or Ger., Virgil, Iliad, Algebra, College Prep. (English)	French or Ger., Virgil, Iliad, Algebra, College Prep. (English)

Supplementary Reading.

11TH AND 12TH YEARS.

BOOKS READ.

Rhyme of the Ancient Mariner,	L'Allegro and Il'Penseroso,
Twelfth Night,	Comus and Lycidas,
Tale of Two Cities,	Burke on Conciliation,
Hamlet,	Prisoner of Chillon,
Talisman,	Criquet on the Hearth,
Vicar of Wakefield,	Merchant of Venice,
Pope's Iliad,	Silas Marner,
Christmas Carol,	Lord Clive,
Skylark and Adonis,	The DeCoverly Papers,
The Eve of St. Agnes,	Essay on Addison,
The Cotter's Saturday Night,	Essay on Milton,
The Princess,	Macbeth.

TENTH YEAR.

The Vision of Sir Launfal,	Twice Told Tales,
Julius Caesar,	Sella, Thanatopsis and other
Ivanhoe,	poems.
First Bunker Hill oration.	

NINTH YEAR.

The Sketch Book,	Last of the Mohicans,
The Alhambra,	Whittier Leaflet,
Lady of the Lake,	Ulysses Among the Phoeacians.

EIGHTH YEAR.

Tanglewood Tales,	A Hunting of the Deer,
Life of Nelson,	The Spy,
Story of Troy,	Evangeline,
The Young American,	Burroughs' Birds and Bees,

SEVENTH YEAR.

Christmas Carol,	Story of the Thirteen Colonies.
Cricket on the Hearth,	Story of Greece,
True Stories from New England	Carpenter's Asia and Europe.
History.	

SIXTH YEAR.

Old Stories of the East.....	Baldwin
Indians of New England,	
Wonder Book, Parts I and II.....	Hawthorne
Carpenter's North America and South America.	

FIFTH YEAR.

American History Stories, Vol. I-IV.....	Maria L. Pratt
Leaves from Nature's Story Book, Vol. II.....	Mrs. M. A. B. Kelly
Stories of American Life and Adventure.....	Eggleston
Seaside and Wayside, Vol. III.....	Julia McNair Wright

FOURTH YEAR.

Stories of Great Americans for Little Americans.....	Eggleston
Grimm's Tales.	
Leaves from Nature's Story Book, Vol. I.....	Mrs. M. A. B. Kelly
Round the Year in Myth and Song	Florence Holbrook

THIRD YEAR.

Stories of Colonial Children.....	Maria L. Pratt
Fables and Folk Stories.....	Scudder
Seaside and Wayside, Vol. I.....	Julia McNair Wright

SECOND YEAR.

Stories for Children.....	Mrs. Lane
Bow-Wow and Mew-Mew.	Aesop's Fables, I and II.
Wake Robin Series, Vol. I.	Graded Literature, Reader No. 2.

Text Books Used in the Public Schools.

1902.

FIRST GRADE.

Arithmetic..... Wentworth & Reed.
 Physiology..... Child's Health Primer.
 Reading..... Ward's Primer.
 "Ward's First Reader.
 Writing.....Smith's Primer.

SECOND GRADE.

Arithmetic..... Wentworth's-Primary.
 Drawing..... Prang's Manual.
 Physiology..... Pathfinder No. 1.
 Reading..... Baldwin's First Reader.
 "Ward's First Reader.
 "Ward's Second Reader.
 "Stories for Children.
 "Wake Robin Series, Vol. I.
 "Bow-Wow and Mew-Mew.
 "Aesop's Fables, 112.
 Writing.....Smith's Short Course, Nos. 1 and 2.

THIRD GRADE.

Arithmetic..... Atwood's complete Graded Arithmetic, Grade II.
 Drawing..... Prang's Manual.
 Physiology..... The Child's Book of Health.
 Reading..... Baldwin's Second Reader.
 "Ward's Third Reader.
 "Stories of Colonial Children.
 "Fables and Folk Stories, Scudder.
 "Sea Side and Wayside, Vol. I.
 Spelling..... Harrington's Speller, Part I.
 Writing.....Smith's Short Course, Nos. 3 and 4.

FOURTH GRADE.

- Arithmetic..... Atwood's complete Gradedd Arithmetic, Grade IV.
 Drawing..... Prang's Nos. 1 and 2.
 Geography..... Natural Elementary, Redway & Hinman.
 Language..... Hyde's Lessons in English.
 Music Reader.... National No. 2.
 Physiology..... Pathfinder No. 2.
 Reading..... Baldwin's Third Reader.
 ".....Stories of Great Americans for Little Americans.
 ".....Grimm's Tales.
 ".....Leaves from Nature's Story Book, Vol. II.
 ".....Round the Year in Myth and Song.
 Spelling.....Harrington's, Part First.
 Writing.....Smith's Regular Course, Nos. 1 and 2.

FIFTH GRADE.

- Arithmetic..... Milne's Elements.
 Arithmetic..... Colburn's Intellectual.
 Drawing..... Prang's Nos. 3 and 4.
 Dictionary.....Webster's Primary.
 Language..... Natural Elementary, Redway & Hinman.
 Geography..... Hyde's Lessons in English.
 Music Reader.... National No. 2.
 Physiology..... Pathfinder No. 2.
 Reading..... Baldwin's Fourth Reader.
 ".....American History Stories, Vols. I-IV.
 ".....Leaves from Nature's Story Book, Vol. II.
 ".....Stories of American Life and Adventures.
 ".....Seaside and Wayside, Vol. III.
 Spelling.....Harrington's, Part First..
 Writing.....Smith's Regular Course, Nos. 3 and 4.

SIXTH GRADE.

- Arithmetic..... Milne's Standard.
 Arithmetic..... Colburn's Intellectual.

Drawing..... Prang's Nos. 5 and 6.
 Dictionary..... Webster's Common School.
 Geography..... Natural Adanced, Redway & Hinman.
 Grammar..... Reed & Kellogg's Graded Lessons in English.
 Music Reader.... National No. 2.
 Physiology..... Blaisdell's "How to Keep Well."
 Reading..... Hawthorne's Wonder Book, Parts I and II.
 "..... Burton's Historical Reader.
 "..... Old Stories of the East.
 "..... Story of the Indians of New England.
 Spelling..... Harrington's, Part Second.
 Writing..... Smith's Reglar Course, Nos. 5 and 6.

SEVENTH GRADE.

Arithmetic..... Milne's Standard.
 Arithmetic..... Colburn's Intellectual.
 Dictionary..... Webster's Common School.
 Drawing..... Prang's No. 7 and 8.
 Geography..... Harper's School.
 Grammar..... Reed & Kellogg's Graded Lessons in English.
 History..... Montgomery's United States.
 Music Reader.... National No. 2.
 Physiology..... Blaisdell's "How to Keep Well."
 Reading..... Dickens' Christmas Carol and Cricket on the
 Hearth.
 "..... Story of Greece.
 "..... Story of the Thirteen Colonies.
 "..... Burrough's Birds, Bees, Etc.
 "..... Grand Father's Chair.
 Spelling..... Harrington's, Part II.
 Writing..... Smith Regular Course, Book 7.

EIGHTH GRADE .

Arithmetic..... Milne's Standard.
 Arithmetic..... Colburn's Intellectual.
 Bookkeeping..... Montgomery's Single Entry.
 Dictionary..... Webster's Common School.
 Drawing..... Prang's, Nos. 9 and 10.

Latin.....	Bennett's Latin Composition.
Civics.....	Young's Government Class Book.
Literature.....	Matthew's Introduction to American Literature.
“	Julius Cæsar.
“	Lowell's Vision of Sir Launfal.
“	Ivanhoe.
“	Bryant Selections.
Webster's Bunker Hill Oration.	
Physics.....	Gage's Introduction to Physical Science.
Rhetoric.....	Scott & Denney's Composition Rhetoric.
“	Lockwood's Lessons in English.
“	Twice Told Tales.
Vocal Music.....	Riverside Song Book; Academy Song Book.

ELEVENTH GRADE.

THIRD ACADEMIC YEAR.

Chemistry.....	Williams's Chemistry.
French.....	Muzzarelli's Academic French Course, First Year.
French.....	Le Chien de Brisquet.
French.....	L'Abbe' Constantin.
French.....	Mernice's Colomba.
French.....	Foulaine's Le Four de la France War deux Enfants.
Geometry.....	Wentworth's Plane.
German.....	Joynes Meissener's Grammar.
“	Grimm's "Marchen."
“	Storm's "Immensee."
“	Heyse's "L'Arrabbiata."
“	Harris' "German Compositiore."
“	Riehl's "Burg Neideck."
“	Riehl's "Der Thech der Scchouheil."
“	Riehl's "Das Spielmann's Kind."
Greek.....	Goodwin & White's Anabasis.
Greek.....	Goodwin & White's Grammar.
Greek.....	Goodwin & White's Prose.

History.....	Montgomery's English.
History.....	Montgomery's French.
Latin.....	Greenough & Kittridge's Virgil Aeneid.
Latin.....	Allen & Greenough's Grammar.
Literature.....	Shaw's History of English Literature.
"	" "Merchant of Venice."
"	" "Julius Cæsar."
"	" "Twelfth Night."
"	" "Iavnhoe."
"	" "Lady of the Lake."
"	" "Vicar of Wakefield."
"	" Rasselas."
"	" "Tale of Two Cities."
"	" "Silas Marner."
"	" "Milton's Sonnets."
"	" "Essay on Man."
"	Addison's "De Coverly Papers."
"	Macauley's "Essay on Lord Clive."
Trigonometry.....	Wentworth's Trigonometry.
Vocal Music.....	Riverside Song Book.
Vocal Music.....	Academy Song Book.

TWELFTH GRADE.

FOURTH ACADEMIC YEAR.

Algebra.....	Well's Higher.
Astronomy.....	Youngs' Astronemy.
French.....	Muzzarelli's Academic French Course.
French.....	College Series of French Plays, Vol. I and II.
French.....	Waterloo.
French.....	La Belle Nivernaise.
French.....	Classic French Plays.
Geology.....	Le Cure de Tours, Vol. I.
Geometry.....	Tarr's Elements of Geology.
German.....	Wentworth's Solid.
"	Joynes Meissner's Grammar.
"	Schiller's "Jungfrau Von Orleans."
"	Scheffel's "Ekkerhard."

German	Baumbach's "Der Schwiegersohn."
"	Schiller's "Wilhelm Tell."
"	Lessing's "Minna Von Barnhelm."
History	Bernhardt's German Composition.
History	Myers' History of Rome.
Literature	Myer's History of Greece.
"	Shakespeare's "Hamlet," "Macbeth."
"	Burke's Speech on Conciliation.
"	Coleridge's Rhyme of the Ancient Mariner.
"	DeQuincy's "Flight of the Tartar Tribe."
"	Hawthorne's "House of the Seven Gables."
"	Tennyson's "Princess."
"	Addison's "De Coverly Papers."
Greek	Goldsmith's "Vicar of Wakefield."
Greek	Seymour's Homer's Iliad.
Greek	Parson's Greek Composition.
Latin	Goodwin's Greek Grammar.
Latin	Allen & Greenough's New Cicero.
Latin	Jones' Latin Composition.
Latin	Allen & Greenough's Grammar.
Latin	Sight Latin in Ovid, Aulus, Gellius, Cicero, Sallust, Etc.
Vocal Music	Riverside Song Book.
Vocal Music	Academy Song Book.



Newspapers and Periodicals on File in the Newburgh Free Library.

DAILIES.

Newburgh Daily Journal,
Newburgh Daily News,

Newburgh Daily Register,
Newburgh Daily Press,

WEEKLIES.

Harper's Bazaar,
Harper's Weekly,
Leslie's Weekly,
Little Folks,
Living Age, The

Lonon News, The Illustrated
Outlook, The
Scientific American,
Scientific American—S'p't.
Dial,
Success.

MONTHLIES.

Art Interchange, The
Atlantic Monthly, The
American Monthly Review of Reviews, The
Appleton's Popular Science Monthly,
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5	Eliza W. Kidd.....	450
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4	Annie Clark.....	450
4	Gertrude Van Cleft.....	450
3	Anna M. Barnes.....	500
3	Mary E. Garvey.....	450
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Grade.

7	Annie E. Bayles, Asst.....	\$ 450
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Grade.

7	Ida R. Henderson, Asst.....	\$ 450
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Principal, GEORGE E. ATWOOD. \$1,300.

TEACHERS.

Grade.

7	Helen G. Ruttenber, Asst.....	\$ 450
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NEWBURGH FREE ACADEMY.

Table showing the attendance, etc., for the school year ending June 27th, 1902.

TEACHERS.	Grade	Registration			Number in Attendance			Av. Att'ce			Av. Age		Single Desks	Number		No. Truants	Te'ch'rs		Days Attendance	School Days
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	Tardy		Absent	Tardy					
W. H. Doty.....	12	23	36	59	21.25	32.22	53.47	20.16	31.74	18.33	17.72	46	14	1	9½	4	192	192	192	
Dora M. Townsend.....	11	18	21	39	14.57	19.4	33.97	14.06	18.99	17.05	17.07	45	3	2	6	0	186	192	192	
Anna Jewell.....	10	16	25	41	15.77	22.55	38.32	14.67	22.64	15.75	15.7	46	9	0	0	0	192	192	192	
Agnes McFadden.....	10	16	25	41	15.77	22.55	38.32	14.67	22.64	15.75	15.7	46	9	0	0	0	192	192	192	
Cornelius Lockwood.....	10	16	15	31	15	14.3	29.3	14.9	14.5	15.8	15.7	48	60	0	1½	0	190½	192	192	
Elsie B. Scott.....	10	21	18	39	17.27	16.07	33.34	16.41	15.82	17.31	17.16	46	74	2	1½	5	190½	192	192	
R. Bell Chapman.....	9	20	22	42	17.7	20.17	37.87	17.05	19.54	15.1	15.2	46	10	0	0	1	192	192	192	
Anna M. Tole.....	9	23	18	40	20.32	17.75	38.07	19.84	17.19	15.81	15.55	45	7	0	2	0	190	192	192	
Jane A. Carmichael.....	9	23	18	41	20.62	16.25	36.87	20.19	15.53	15.77	15.2	50	5	2	54	0	138	192	192	
David C. Scott.....	9	23	18	41	20.62	16.25	36.87	20.19	15.53	15.77	15.2	50	5	2	54	0	138	192	192	
Ida C. Le Roy.....	9	23	18	41	20.62	16.25	36.87	20.19	15.53	15.77	15.2	50	5	2	54	0	138	192	192	
Katherine Lozier.....	9	23	18	41	20.62	16.25	36.87	20.19	15.53	15.77	15.2	50	5	2	54	0	138	192	192	
Marietta Shaw.....	9	23	18	41	20.62	16.25	36.87	20.19	15.53	15.77	15.2	50	5	2	54	0	138	192	192	
Alice R. Hitchcock.....	8	17	18	35	13.30	13	60	26.90	12.88	12.92	14.16	13.80	48	3	0	2	9	190	192	
Jennie Marvel.....	8	17	14	31	15.54	13.92	29.46	15.01	13.55	14.41	15.	47	5	0	0	1	192	192	192	
Elizabeth Sheridan.....	8	16	16	32	15.8	13.61	29.42	15.22	12.97	14.5	14.	49	9	0	0	0	192	192	192	

WASHINGTON STREET SCHOOL.

Table showing the attendance, etc., for the school year ending June 27, 1902.

TEACHERS.		Registration			Number in Attendance			Av. Att'ce			Av. Age		No. Scholars to Grade	Single Desks	Number Tardy	No. Truants	Te'ch'rs		Days Attendance	School Days	
		Boys		Girls	Boys		Total	Boys		Girls	Boys						Girls	Absent			Tardy
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls										
Wm. H. Kelley, Principal.....	8	20	20	40	19.8	16.2	36.0	19.5	15.7	14	14	40	40	17	0	0	4	0	192	192	
Effie L. McConnell.....	7	17	17	34	15.8	15.4	31.2	15.5	15.0	13	13	40	40	10	0	0	2½	0	188	192	
Kate A. Flannagan.....	6	15	30	45	12.1	28.6	40.7	11.7	27.2	12	13	40	40	27	0	0	5	0	189½	192	
Mary F. Van Wyck.....	5	25	21	46	20.7	18.9	39.6	20.1	12.8	12	12	44	44	88	1	1	143	0	187	192	
Eliza W. Kidd.....	5	25	21	46	20.7	18.9	39.6	20.1	12.8	12	12	44	44	88	1	1	143	0	49	192	
Caroline Millsbaugh.....	6	22	22	44	17.0	20.2	37.2	15.7	17.9	9	10	42	42	52	3	7	36½	0	155½	192	
Mary E. Wilson.....	4	19	27	46	16.5	24.3	40.8	15.6	22.8	9	10	42	42	47	2	8	3½	0	188½	192	
Annie Clark.....	4	19	28	47	15.0	24.1	39.1	14.8	22.4	12	10	45	45	48	1	1	0	0	198	192	
Sybel H. Coxson.....	4	16	31	47	12.6	28.4	41.0	11.8	27.0	11	9	45	45	28	0	0	8	0	184	192	
Anna M. Barnes.....	3	26	27	53	21.0	22.0	43.0	20.3	20.7	9	9	40	40	15	1	1	0	0	192	192	
Mary E. Garvey.....	3	30	27	57	21.9	21.3	43.2	20.9	19.8	10	9	40	40	10	3	5	3	0	189	192	
Almira Seaman.....	2	21	22	43	20.0	20.6	40.6	18.6	18.6	7	7	42	42	27	2	2	8½	0	183½	192	
Sara K. Bannon.....	2	21	22	43	19.9	19.9	39.8	19.7	18.9	7	7	42	42	17	0	0	2	0	190	192	
Carrie Millsbaugh.....	2	22	30	52	16.5	21.4	37.9	10.6	19.1	7	8	47	47	16	1	1	47	0	145	192	
Kathryn Pink.....	1	47	33	80	37.1	24.2	61.3	35.8	22.7	6	5	46	46	86	1	1	5	0	187	192	
Bessie M. Cotton, Sub.....	1	44	26	70	26.7	17.9	44.6	24.9	15.4	7	6	46	46	38	0	0	3	1	189	192	
Jennie M. Boyd.....	1	39	29	68	25.4	19.3	44.7	24.0	17.1	7	6	50	50	34	0	0	5	0	165	192	
Elizabeth R. Hall.....	1	39	29	68	25.4	19.3	44.7	24.0	17.1	7	6	50	50	34	0	0	5	0	165	192	

GRAND STREET SCHOOL.

Table showing attendance, etc., for the school year ending June 27th, 1902.

TEACHERS.	(Grade	Registration		Number in Attendance		Av. Att'ce		Av. Age		Single Desks		No. Truants		Te'ch'rs		Days Attendance	School Days	
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	Tardy	Number	Absent	Tardy			
Charles E. Snyder.....	8	22	17	39	20.7	15.8	36.5	19.9	15.2	14.4	14.3	40	5	2	1½	0	191	193
Emma C. Barnes.....	7	17	22	39	16.2	19.9	36.1	15.6	18.9	13.1	13.7	44	6	0	0	0	192	192
Emma Everitt.....	7	17	23	40	18.2	19.2	37.4	12.7	15	13.5	13.8	43	6	0	12	0	180	192
Clara Shaffer.....	6	25	24	49	21.1	21.3	42.4	20.4	20.1	12.1	12.1	46	20	1	14½	1	178	192
Grace A. Minty.....	6	22	18	40	20.8	16.7	37.5	20.1	15.6	12.2	12.8	38	6	3	4	1	188	192
Mary A. Smith.....	5	22	33	55	17.2	27.8	35	16.4	25.7	11.9	11.4	48	25	0	2	1	190	192
Harriet A. Van Duzer.....	5	15	29	44	24.4	23.1	35.5	13.4	24.8	11.8	11.7	41	15	2	0	1	192	193
Helen G. Montfort.....	4	20	25	46	14	21.9	35.9	13.1	20.7	10	10.4	38	16	3	8½	0	184	192
Carrie B. Ronk.....	4	24	27	51	19.2	24.8	44	17.6	23.4	10	10	48	20	6	0	0	192	192
Jean H. Moss.....	4	24	19	43	22.2	14	36.2	20.9	13.1	10.6	10.5	37	20	5	29	8	163	192
Margaret J. Fowler.....	3	27	25	52	22	23.4	45.4	20.7	22.2	9.5	9.1	46	16	3	27	0	165	192
Olive R. Cronin.....	3	32	35	67	24	22	46	23	24.5	9.5	9	46	28	1	1	0	191	192
Bessie L. Marden.....	2	24	23	47	20.7	19.5	40.2	19.8	16	8.2	8.1	38	30	0	2	0	190	192
Isabella H. Dougherty.....	2	22	29	51	18.2	22.3	40.5	17.1	20.4	8.4	7.7	38	19	5	5	0	187	192
Sarah H. Snowden.....	1	43	67	110	32.1	44.4	76.5	28.4	37.7	6.2	6.1	39	14	3	11½	1	181	192
Jessie F. Vincent.....	1	63	53	115	45.2	38.7	83.9	40.6	30.3	6.6	6.8	38	30	1	1	0	191	192

Table showing the attendance, etc., for the school year ending June, 1902.

TEACHERS.	Registration		Number in Attendance		Av. Att'ce		Av. Age		Single Desks		Teach'rs		Days Attendance	School Days		
	Total		Total		Total		Total		Total		Total					
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls				
M. H. Dushbury.....	7	15	29	11.19	12.92	22.45	10.89	12.45	12.5	40	8	0	0	1	192	192
Annie E. Bayles.....	7	14	31	10.3	14.1	24.4	10	13.4	13.1	29	8	1	1 1/2	0	190 1/2	192
May E. De Lancy.....	6	18	35	13.6	14.7	28.3	13.2	14.08	12	20	10	1	1 1/2	2	190	198
Lillie A. Brundage.....	6	24	42	18.8	13.6	32.4	18.1	13.1	12	40	11	0	4	4	192	198
Elizabeth G. Totten.....	5	18	34	15.39	13.83	29.22	14.83	13.21	12	33	7	0	0	0	99	192
Martha G. Henderson.....	5	16	33	14.8	13.4	28.2	13.7	12	11	31	6	1	8	0	184	192
Jean C. Hamilton.....	5	16	33	14.8	13.4	28.2	13.7	12	11	31	6	1	8	0	184	192
Alice H. McConnell.....	5	13	29	11.2	15.3	26.5	10.3	14.3	10.9	29	9	0	2	3	190	198
Lily I. Van Wyck.....	4	24	48	18.62	19.09	37.71	17.18	17.92	10	40	17	2	7	0	191 1/2	192
Mary B. McCullough.....	4	20	27	16.6	28.2	39.8	15.5	20.4	10.6	40	15	2	7	0	186	198
Ella A. Chadborn.....	3	17	34	13.2	15.8	29	12.17	14.98	9.5	28	9	0	0	1	192	192
Lucia C. Twiname.....	3	19	35	17.5	12.9	30.1	16.2	12.5	9.3	29	17	1	1	1	188	192
Emma F. Wells.....	2	18	36	15.3	14.8	30.4	13.3	13	8.5	29	17	1	2	4	190	192
Clara G. Fleming.....	2	16	20	13.73	16.28	29.97	11.9	14.29	9	29	6	1	9	2	183	192
Alice Booth.....	2	14	35	13.32	18.33	31.65	10.3	11.1	8.9	29	11	1	7	0	186	192
Harriet M. Peck.....	1	19	22	18.04	19.76	37.8	16.72	17.93	7.01	39	11	1	8 1/2	6	183 1/2	192
Sara M. Clark.....	1	27	28	20.38	22.27	42.65	17.31	18.34	6.52	47	14	0	11	0	181	192
Sara M. Clark.....		41	35	24.45	21.43	45.88	20.22	17.43	5.69	5	5	0				

WEST STREET SCHOOL.

Table showing the attendance, etc., for the school year ending June 27, 1902.

TEACHERS.	Registration			Number in Attendance			Av. Att'ce		Av. Age		Number Scholars to	Single Desks	Number Tardy	No. Truants	Te'ch'rs		Days Attendance	School Days	
	Boys		Girls	Boys		Girls	Boys		Girls	Absent					Tardy				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls											
Agnes C. Miller, Principal..	7	19	17	36	14	12	26	14.5	12.9	13.9	13.6	26	43	8	0	1	0	198	192
Ida R. Henderson.....	6	26	19	45	20.6	16.5	37.1	19.5	15.5	13	12.7	33	40	18	0	0	0	191½	192
Agnes McCullough.....	5	13	13	26	11	11.2	22.2	11.1	10.2	10.4	11	22	41	9	1	2	0	185½	192
Mary Caldwell.....	5	13	14	27	13.2	10.2	23.4	12.9	9.3	11.6	11.6	22	39	11	1	0	2	192	192
Emily V. Haigh.....	4	15	19	34	11.9	15.4	27.3	10.7	13.7	11.2	10.8	25	42	12	1	3	8	189	192
Milly W. Hunter.....	4	18	20	38	11.9	13.6	26.5	12.2	12.7	10.8	11	21	43	7	4	2	9	190	192
Anna E. Flanagan.....	3	21	16	37	16.4	11.5	27.9	14.7	10.3	9.9	9.5	26	35	5	2	3	0	176½	192
I. Jeannette Sloan.....	3	21	16	37	15.8	12.2	26	13.8	11.3	9.9	9.2	26	42	11	2	2	0	185	192
Anna I. Ryan.....	2	28	21	49	21.6	17.7	39.3	19.3	15.9	8.6	8.3	45	44	17	1	3	0	188	192
Eliza Hannan.....	1	29	26	55	18.7	17	35.7	16.5	14.6	8	8	30	44	26	0	4	2	188	192
Elizabeth L. Gordon.....	1	40	33	73	19.3	17	36.3	16.8	14.2	6.2	6	43	40	21	1	2	0	190	192
Alberta Van Cleft.....																			

LIBERTY STREET SCHOOL.

Table showing the attendance, etc., for the school year ending June, 27, 1902.

TEACHERS.	Grade	Registration			Number in Attendance			Av. Att'ce		Av. Age	Single Desks	Number Tardy	No. Truants	Teach'rs		Days Attendance	School Days
		Boys	Girls	Total	Boys	Girls	Total	Absent	Tardy								
George E. Atwood, Principal.	7	20	22	42	18.6	20.3	38.9	18	19.4	13	12.4	42	61	1	1 1/3	179	193
Ella Eckertle.....	6	19	27	46	17.7	23	40.7	17.3	22	12.6	12.2	42	45	1	1 1/2	190 1/2	192
Clara E. De Lancy.....	6	23	23	46	20	40	18.9	19.3	13	12	12	42	78	9	10	183	193
Helen G. Rutenber.....	5	21	18	39	16.1	14	30.1	15	13	12.6	10.2	42	18	1	1 85 1/2	106 1/2	193
Lillie H. Fowler.....	5	19	18	37	15.5	17	32.5	14.6	16.2	12	11.2	42	56	2	4	188	192
Emma R. Weed.....	5	19	16	35	16.5	14.9	31.4	15.6	14.3	11.8	11.2	42	23	1	2	190	193
Anna M. Wiltsie.....	5	19	16	35	16.5	14.9	31.4	15.6	14.3	11.8	11.2	42	76	0	3 1/2	188 1/2	193
Margaret M. Shaw.....	4	23	20	43	19.9	17.8	37.7	18.7	16.9	10.4	10.2	42	41	37	2 14	84	193
Josephine Jansen.....	4	22	20	42	18.6	14.6	33.2	17.7	13.4	10.8	10.4	41	37	2	14	84	193
Mabel K. Shaw.....	4	23	21	44	19.4	18.2	37.6	18.3	16.6	10.3	10.1	42	52	0	5	187	193
Abbie L. Colden.....	3	27	18	45	21.8	12.6	34.4	20.7	11.7	8.9	8.4	42	61	0	1/2	191 1/2	193
Fannie R. Laib.....	3	27	20	47	22.1	13.1	35.2	20.9	13.2	9.5	9.4	42	48	2	0	193	193
Florence N. Van Duzer.....	3	25	18	43	18.9	17.3	36.1	17.7	16.4	9	9	42	68	1	2	190	192
Maud I. Winans.....	2	27	21	48	22	14.2	36.2	20.1	13.4	8.3	7.6	42	82	0	0	193	192
Frances A. Ritchie.....	2	25	21	46	21.9	15.3	37.2	20.8	13.6	8.4	8.6	42	65	3	5	187	193
Harriet J. Fowler.....	2	26	25	51	21.1	15.1	36.2	19.4	13.3	8.7	8.2	42	210	6	0	193	192
Mary E. Dougherty.....	1	34	26	60	25.6	19.3	44.9	23	16.9	7.8	7.5	48	45	0	0	193	193
Helen R. Hunter.....	1	37	18	55	28.6	12.9	41.5	25.4	11	7	7	48	94	7	4	188	193
Grace L. Smiley.....	1	37	30	67	30.8	19.3	49.3	20.5	17	6.2	6.2	45	106	0	33 1/2	158 1/2	192
E. Louisa Fleming.....	1	85	54	139	30.8	20.6	51.4	25.7	17.1	6	5.7	45	104	0	0	192	193

TEACHERS IN THE PUBLIC SCHOOLS, FALL TERM, 1902.

Showing Name and Address of Teachers, Where Educated, School in Which Employed, When Appointed. The number at the left indicates where employed, thus: (1) Academy, (2) Grand Street, (3) Liberty Street, (4) South Street, (5) Washington Street, (6) West Street, (M) Manual Training Department.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
3 George E. Atwood.....	294 Liberty street.....	New York State Normal College.....	September. 1898
5 Elberta Ames.....	45 South Miller street.....	New Paltz Normal School.....	September. 1902
5 Sarah K. Bannon.....	Little Britain road.....	New York State Normal College.....	March.....1899
5 Anna M. Barnes.....	47 Lander street.....	Newburgh Free Academy.....	May.....1882
2 Emma C. Barnes.....	47 Lander street.....	Newburgh Free Academy.....	February...1876
4 Annie E. Bayles.....	163 Johnston street.....	New York State Normal College.....	September. 1889
4 Alice Bootn.....	116 Dubois street.....	Elmira College.....	September. 1887
4 Lillie A. Brundage.....	203 Robinson avenue.....	Newburgh Free Academy.....	October...1886
5 Jennie M. Boyd.....	Gidney avenue.....	Albany Normal College.....	September. 1899
1 Jane A. Carmichael.....	64 South street.....	Newburgh Free Academy.....	May.....1874
4 Ella A. Chadborn.....	25 Third street.....	Newburgh Free Academy.....	May.....1882
1 Rosa Bell Chapman.....	168 Chambers street.....	Newburgh Free Academy.....	September. 1883
5 Annie Clark.....	86 Carson avenue.....	Newburgh Free Academy.....	November. 1883
1 Abbie Logan Colden.....	141 Montgomery street.....	Newburgh Free Academy.....	December. 1891
M Emma C. Colden.....	141 Montgomery street.....	New York Teachers' College.....	January...1888
2 Olive R. Cronin.....	231 Water street.....	Newburgh Free Academy.....	February...1890
4 Sarah M. Clark.....	130 South street.....	New Paltz Normal School.....	September. 1899
3 Clara E. Delancy.....	10 Grand street.....	New York State Normal College.....	September. 1890
4 May E. Delancy.....	10 Grand street.....	New York State Normal College.....	September. 1887
1 William H. Doty.....	112 Johnston street.....	N. Y. S. Normal College and N. Y. U.....	September. 1890
2 Isabella H. Dougherty.....	153 Chambers street.....	Newburgh Free Academy.....	November.. 1881
3 Mary E. Dougherty....	233 Dubois street.....	Newburgh Free Academy.....	February...1894

TEACHERS IN THE PUBLIC SCHOOLS.—Continued.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
3 Myron H. Dushinbury...	139 Chambers street.	Geneseo Normal.	April.....1900
2 Emma Everitt.....	171 Lander street.	Newburgh Free Academy.	September....1887
6 Anna E. Flannagan.	Gidney avenue.	Newburgh Free Academy.	January.....1895
5 Kate A. Flannagan.	Little Britain road.	Newburgh Free Academy.	September....1885
3 E. Louisa Fleming....	52 Lander street.	Oneonta State Normal School.	August.....1901
3 Harriet J. Fowler....	56 Courtney avenue.	Newburgh Free Academy.	September....1888
3 Lillie Harcourt Fowler.	262 Liberty street.	Newburgh Free Academy.	September....1887
2 Margaret J. Fowler....	62 Montgomery street.	New York State Normal College.	September....1892
3 Margaret J. Fawcett..	32 South Miller street.	Albany Normal College.	September....1899
5 Mary E. Garvey.....	22 Colden street.	New York State Normal College.	March.....1899
6 Elizabeth L. Gordon..	182 Liberty street.	New York State Normal College.	February....1893
3 Edith I. Grimley....	55 Overlook place.	New Paltz Normal School.	September....1902
6 Jean C. Hamilton....	198 South street.	New York State Normal College.	August.....1897
5 Eliza Hannan.....	251 First street.	Newburgh Free Academy.	December....1891
6 Ida R. Henderson....	Balmville.....	Newburgh Free Academy.	September....1902
4 Martha G. Henderson..	Third street.	Newburgh Free Academy.	January.....1895
1 Alice R. Hitchcock...	Third street.	New York State Normal College.	February....1902
1 Sylvester W. Holdredge	156 Montgomery street.	Cazenovia Seminary.	September....1889
3 Jessie Holland.....	115 First street.	Glens Falls Academy.	September....1886
4 Helen R. Hunter.....	9 Henry avenue.	Jamaica Normal School.	September....1902
M Alex. J. Hutchinson..	262 Liberty street.	Teachers' College, New York.	September....1892
3 Josephine Jansen....	112 Montgomery street.	New Paltz Normal School.	February....1894
1 Anna Jewell.....	64 South street.	Cortland Normal School.	May.....1902
5 William H. Kelly....	67 Grand street.	Glens Falls Academy.	September....1893
5 Eliza W. Kidd.....	29 Water street.	Newburgh Free Academy.	January.....1890
3 Fannie Rowena Laib..	282 Liberty street.	Newburgh Free Academy.	September....1887
6 Mabel T. Leeper.....	117 South street.	Jamaica Normal School.	September....1902
1 Ida C. Leroy.....	23 Farrington street.	Newburgh Free Academy.	September....1871
1 Cornelius W. Lockwood	256 Montgomery street.	Harvard College.	February....1901
1 Katharine M. Lozier..	82 Lander street.	New York State Normal College.	September....1895

TEACHERS IN THE PUBLIC SCHOOLS.—Continued.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
3 Alice H. McConnell....	108 Dubois street....	Newburgh Free Academy....	September....1886
5 Effie L. McConnell....	108 Dubois street....	Newburgh Free Academy....	September....1885
6 Agnes McCullough....	10 Clark street....	New York State Normal College....	January....1895
4 Mary B. McCullough....	10 Clark street....	New York State Normal College....	November....1901
1 Agnes McFadden....	72 Clinton street....	New York State Normal College....	October....1876
2 Bessie L. Marden....	8 Liberty street....	Newburgh Free Academy....	January....1894
1 Jennie Marvel....	53 Ann street....	Newburgh Free Academy....	September....1883
6 Ada M. Meginn....	34 South Water street....	New Palitz Normal School....	September....1902
5 Caroline Millapaugh....	Little Britain road....	Newburgh Free Academy....	February....1869
2 Grace A. Minty....	62 Campbell street....	Newburgh Free Academy....	September....1880
2 Helen G. Montfort....	85 South street....	New York State Normal College....	November....1892
2 Jean H. Moss....	22 Montgomery street....	New York State Normal College....	March....1899
4 Harriet M. Peck....	137 Lander street....	New York State Normal College....	September....1897
5 Eva G. Penney....	66 Montgomery street....	Newburgh Free Academy....	October....1888
3 Frances A. Ritchie....	63 Liberty street....	Jamaica Normal School....	September....1902
2 Carrie B. Ronk....	147 Lander street....	Newburgh Free Academy....	May....1871
3 Helen G. Rutenber....	46 Farrington street....	New Palitz Normal School....	January....1892
1 David C. Scott....	4 Montgomery street....	New Palitz Normal School....	September....1900
1 Elsie B. Scott....	22 Montgomery street....	Cornell University....	April....1901
5 Almira Seaman....	127 Johnston street....	Newburgh Free Academy....	September....1873
2 Clara L. Shafer....	93 Lander street....	New York State Normal College....	September....1892
1 Elizabeth Sheridan....	144 Dubois street....	Newburgh Free Academy....	September....1891
3 Margaret M. Shaw....	139 Montgomery street....	Albany High School....	August....1885
1 Marietta Shaw....	188 Liberty street....	New York State Normal College....	September....1899
3 Mabel K. Shaw....	188 Liberty street....	New York State Normal College....	October....1899
6 I. Jeanette Sloan....	169 Liberty street....	New Palitz Normal School....	August....1901
3 Grace L. Smiley....	160 Washington street....	New York State Normal College....	March....1899
2 Mary A. Smith....	43 Chambers street....	Newburgh Free Academy....	January....1896
	73 Grand street....	New York Public Schools....	September....1852

TEACHERS IN THE PUBLIC SCHOOLS.—Continued.

CITY OF NEWBURGH, N. Y.

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TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
2 Sarah W. Snowden.....	295 Water street.....	New York State Normal College.....	September....1890
2 Charles E. Snyder.....	161 Lander street.....	University of Albany.....	October.....1868
1 Anna M. Tole.....	173 Chambers street.....	Newburgh Free Academy.....	February....1883
4 Elizabeth Totten.....	140 Johnston street.....	Newburgh Free Academy.....	September....1887
1 Dora M. Townsend.....	117 South street.....	Whitestown Seminary, N. Y. U.....	September....1889
4 Lucia C. Twiname.....	100 Johnston street.....	Newburgh Free Academy.....	November....1893
M Agnes Templeton.....	168 Chambers street.....	Newburgh Free Academy.....	March.....1899
6 Alberta Van Cleft.....	72 Grand street.....	New Paltz Normal School.....	March.....1899
5 Gertrude van Cleft.....	149 Grand street.....	Jamaica Normal School.....	September....1908
3 Florence Van Duzer.....	49 Montgomery street.....	New York State Normal College.....	March.....1899
2 Harriet A. Van Duzer.....	65 Henry avenue.....	Newburgh Free Academy.....	January.....1876
4 Lily I. Van Wyck.....	50 Chambers street.....	New York State Normal College.....	September....1890
5 Mary E. Van Wyck.....	50 Chambers street.....	Newburgh Free Academy.....	September....1888
2 Jessie F. Vincent.....	79 Smith street.....	Newburgh Free Academy.....	September....1888
3 Emma R. Weed.....	25 Grand street.....	Newburgh Free Academy.....	September....1884
3 Emma F. Wells.....	207 North Miller street.....	Newburgh Free Academy.....	September....1885
4 Jennie M. Wells.....	122 Johnston street.....	Jamaica Normal.....	September....1902
5 Mary E. Wilson.....	188 Dubols street.....	Newburgh Free Academy.....	September....1882
3 Anna M. Wilsale.....	53 Carson avenue.....	Newburgh Free Academy.....	September....1882
3 Maud I. Winans.....	173 Liberty street.....	New York State Normal College.....	November....1891

Employees Other Than Teachers.

LIBRARIAN AND ASSISTANTS.

NAMES.	RESIDENCE.	APPOINTED.	ANNUAL SALARY.
Thos. M. Hawthorne.....	292 First street.....	April 10, 1901.....	\$1,000 00
Lillie O. Estabrook.....	204 Montgomery street.....	September 30, 1888.....	800 00
C. V. A. Oakley.....	73 Grand street.....	June 1, 1901.....	400 00
ATTENDANCE OFFICER.			
Clarke B. Galatian.....	61 Courtney avenue.....	January 15, 1895.....	600 00

SCHOOL JANITORS.

NAMES.	WHERE EMPLOYED.	NO ROOMS	RESIDENCE.	APPOINTED.	ANNUAL SALARY
Jonathan Sterling.....	Free Academy.....	13	Grand street.....	October, 1899.....	800 00
George Hawthorne.....	Grand street.....	16	School building.....	March 1, 1873.....	600 00
James S. Wands.....	Liberty street.....	19	47 Liberty street.....	January 1, 1898.	900 00
Joseph T. Pryer.....	South street.....	16	School building.....	April 16, 1873.....	625 00
Alexander J. Withers.....	Washington street.....	16	School building.....	October 1, 1898..	875 00
John Stone.....	West street.....	11	20 New Mill street.....	October 1, 1898..	600 00
†Jonathan Sterling.....	Manual Training.....	4	Grand street.....	October, 1899.....	
†George Hawthorne.....	City Library.....	4	Grand street school	October, 1899.....	
Elmer S. Wiltzie.....	City Library.....		53 Carson avenue....	September, 1898.	300 00

† Salary included in Free Academy.

† Salary included in Grand Street School.

Members of Board of Education.

1852-1902.

* Alsdorf Egbert.....	1862-65
Baumes, Caleb H.....	1900-04
* Belknap, M. C.....	1884-92
* Beveridge, John	1852-57
* Beveridge, Thomas	1858-60
* Brewster, E. A.....	1858-63, 1867-68, 1873-77, 1880-84
* Brown, Jacob.....	1855
* Brown, Rev. John.....	1852-58
* Callahan, W. H.....	1861
* Case, Robert L.....	1874-77
* Cassedy, A. S.....	1874-78
* Clapp, Geo. M.....	1865
* Clark, Geo.....	1858-60
* Corwin, John.....	1864-72, 1877-81
* Culbert, W. A. M., M. D.....	1855-57
* Dickson, James R.....	1857-59
* Ely, Smith, M. D.....	1876-80
* Embler, C. J.....	1881-85
* Estabrook, Charles	1864-67
* Forsyth, Rev. John, D. D	1853-77
Gearn, W. W.....	1876-80
Gavey, Thomas W.....	1897-1905
* George, Thomas.....	1859-61
Gleason, W. S., M. D.....	1893-97
* Gregory, L. B.....	1852-54
Halstead, Charles H.....	1896-99
* Haines, P. S.....	1867-70
Harrison, Wm.	1885-92, 1894-98
* Hasbrouck, C. H.....	1884-88
Hastings, James.....	1887-95, 1896-1905

Hirschberg, M. H.....	1871-83
*Johnes, Edward R.....	1851-63
*Jones, Hiram A.....	1878-82
Jones, Nathaniel.....	1852-56
*Jacobs, Gilbert E.....	1805
*Kerr, George W.....	1852-54
*Kimball, Thomas	1864-67, 1873
Kimball, William G.....	1899-1907
*King, Stephen	1882-86
*Lawson, John K.....	1858-61
*Lawson, Charles J.....	1877
*Leonard, Chauncy M.....	1869-71
*Leonard, D. Gillies.....	1852-56, 1862-1864
Lewis, John N.....	1870-72
Lozier, Hiram.....	1896-1905
*Martin, Cyrus B.....	1868-73
McCroskery, J. J.....	1880-87
*McCutcheon, Hugh	1863-66, 1878-9
Merritt, Theodore	1870
Moore, B. B.....	1872-75
*Monell, J. J.....	1852-54, 1865
*Peck, William E.....	1862-64
*Reeve, Charles F. V.....	1852
Reilly, John	1872-75
*Ring, Thomas C.....	1852-57
*Rogers, Daniel T.....	1866-72, 1875-79
Ross, George M.....	1892-96
Ross, Edward C.....	1896-1907
Ruttenber, E. M.....	1857-64, 1866-69, 1882-86
*Scott, David A.....	1887-90
*Skidmore, E. T.....	1877-81
*Smith, Orville M.....	1856-57, 1859-64
Smith, John	1894-98, 1902-06
Smith, L. M.....	1881-89
Smith, George C.....	1897-1902
Shipp, Samuel E.....	1898-1906
*Sneed, Joseph A.....	1886-90, Sept., 1890-92
*Thayer, John S.....	1855

Valentine, John H.....	1890-92
*Van Buren, J. D.	1883-84
Van Dalfsen, J. T.....	1883-84
*Wands, William S.....	1888-96, 1897 to Nov. 1902
*Ward, Peter	1861-66
Westervelt, John L.....	1878-82, 1886-92
Weygant, Charles H.....	Nov., 1876-78
*Williams, George A.....	1879-83
*Williams, Samuel	1856-58
*Wilson, Nicholas	1867-74
*Woolley, C. N., M. D.....	1889-96
Wilson, Jonathan D.....	Appointed to fill vacancy Jan., 1893-94, 1896-1900

*Deceased.



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ANNUAL REPORT
Board of Education
NEWBURGH, N. Y.



1903

FISCAL YEAR ENDING SEPTEMBER 30.

ACADEMIC YEAR ENDING JUNE 30.



JAN 1 1903

ANNUAL REPORT

OF THE

★ Board of Education

(Trustees of Common Schools,)

CITY OF NEWBURGH, N. Y.

For the School Year Ending June 30,

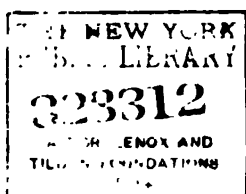
AND THE

Fiscal Year Ending September 30,

1903.

NEWBURGH JOURNAL PRINTING HOUSE AND BOOK-BINDERY,

1903.



School Calendar.

1902-3.

September 8.....	First Term Began
November 27 and 28.....	Thanksgiving Holidays
December 24—January 5.....	Holiday Vacation
January 30.....	First Term Ends
February 2.....	Second Term Begins
February 12.....	Lincoln's Birthday
February 22.....	Washington's Birthday
April 24 to May 4.....	Spring Vacation
May 8.....	Arbor Day
May 30.....	Memorial Day
May 11 to June 18.....	Annual Examinations
June 24.....	Commencement Exercises
September 14.....	School opened for the year 1903-1904
November 26 and 27.....	Thanksgiving, 1903
December 24 to January 4, 1904.....	Holiday Vacation

School Sessions.

Forenoon, 9 to 11.30 o'clock.

Afternoon, 1 to 3 o'clock.

Tuition of Non-Residents.

High School Department, per term.....\$20.00

Grammar Department, per term..... 12.00

Primary Department, per term..... 8.00

Tuition of all non-resident pupils payable in advance.

Free books and school material furnished to all pupils.

After September 1, 1903, students will be admitted to the Academic department under the provisions of the non-resident tuition act, chapter 542, laws of 1903.

Members of the Board.

1902-3.

- *WILLIAM S. WANDS**.....Term expires March, 1904
Residence, 23 Dubois Street.
Business address, 23 Dubois Street.
- HIRAM LOZIER**.....Term expires March, 1905
Residence, 82 Lander Street.
Business address, Fishkill Landing, N. Y.
- JAMES HASTINGS**.....Term expires March, 1905
Residence, 25 South Miller Street.
Business address, 162 Broadway.
- THOMAS W. GAVEY**.....Term expires March, 1905
Residence, 127 Montgomery Street.
Business address, 75 Water Street.
- JOHN SMITH**.....Term expires March, 1906
Residence, Grand Street near Broad.
Business address, Grand Street near Broad.
- SAMUEL E. SHIPP**.....Term expires March, 1906
Residence, 189 Grand Street.
Business address, 50 Third Street.
- EDWARD C. ROSS**.....Term expires March, 1907
Residence, 526 Broadway.
Business address, Broadway and Washington Street.
- WM. G. KIMBALL**.....Term expires March, 1907
Residence, 15 Clark Street.
Business address, 125-131 Washington Street.
- CALEB H. BAUMES**.....Term expires March, 1908
Residence, 67 Farrington Street.
Business address, 54 Second Street.
- (a) WILLIAM R. PERKINS**.....Term expires March, 1908
Residence 54 Dubois Street.
Business address, 240 Broadway.

* Died Nov. 26, 1902.

(a) Appointed to fill vacancy Jan. 30, 1903. Elected Nov. 4, 1903.

Officers of the Board.

ELECTED MARCH 11, 1903.

SAMUEL E. SHIPP.....President
JAMES HASTINGSVice-President
JAMES M. CRANE.....Clerk
THOMAS M. HAWTHORNE.....Librarian
LILLIE O. ESTABROOK.....Assistant Librarian
C. V. A. OAKLEY.....Assistant Librarian
A. H. F. SEEGER.....Counsel

JAMES M. CRANE.....Superintendent of Schools

Residence, 31 South Miller Street. Office, Library Building.
Office Hours: 11.30 a. m. to 12.30 p. m., 7 to 8 p. m.

STATED MEETINGS OF THE BOARD, 1903—1904.

March 27, April 24, May 29, June 26, July 31, August 28,
September 25, October 30, November 27,
December 25, January 29, February 26.

Stated meetings of the Board are held on the last Friday of each month, in the Board room in the Free Library building, at 7.30 o'clock in the evening.

Annual meeting of the Board on the second Wednesday in March.

Standing Committees.

1902-3.

COMMITTEE ON BUILDINGS.

Thomas W. Gavey, James Hastings, Edward C. Ross.

COMMITTEE ON FINANCE.

Edward C. Ross, Hiram Lozier, Wm. R. Perkins.

COMMITTEE ON LIBRARY.

Hiram Lozier, Caleb H. Baumes, John Smith.

COMMITTEE ON MANUAL TRAINING.

Wm. R. Perkins, William G. Kimball, Thomas W. Gavey.

COMMITTEE ON RULES.

Caleb H. Baumes, Wm. R. Perkins, Wm. G. Kimball.

COMMITTEE ON SCHOOLS.

John Smith, Thomas W. Gavey, Hiram Lozier.

COMMITTEE ON SUPPLIES.

William G. Kimball, Edward C. Ross, James Hastings.

COMMITTEE ON TEACHERS.

James Hastings, John Smith, Caleb H. Baumes.

The President is ex-officio a member of all standing committees.

Annual Estimate.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh, as required by statute of the 5th of March, 1865, submit the following Estimate of the amount of money needed for its expenditures during the year commencing October 1, 1902, and ending September 30, 1903.

Dated Newburgh, N. Y., the 29th day of May, 1903.

I

To purchase, lease and improve sites for school houses :

For flagging, sagging, grading and draining school grounds	\$ 250 00	
	<hr/>	\$ 250 00

2

To build, purchase, lease, enlarge, alter, improve and repair school houses, their outhouses and appurtenances :

For repairs to school buildings.....	4,000 00	
For constructing and repairing fences.....	300 00	
For painting and glazing.....	700 00	
	<hr/>	5,000 00

3

To purchase, enlarge, improve and repair school apparatus, furniture and appendages :

For new furniture.....	2,250 00	
For repairing furniture	100 00	
For repairs to heaters, pipes, etc.....	2,000 00	
For maps, blackboards, etc.....	100 00	
	<hr/>	4,450 00

4

To procure fuel and pay contingent expenses
of schools—the Library and salaries:

For fuel and light	4,000 00	
For interest	2,500 00	
For school books, drawing material and supplies	3,000 00	
For incidentals	1,000 00	
For printing and advertising.....	500 00	
For printing blanks and reports.....	300 00	
For janitors' salaries	4,800 00	
For insurance	1,200 00	
For salary of Clerk.....	2,000 00	
For compulsory education	1,250 00	
	<hr/>	20,550 00

LIBRARY.

For fuel and light.....	1,000 00	
For salaries	2,400 00	
	<hr/>	3,400 00

5

To pay teachers' wages due after the appropriation of all moneys which may be appropriated for that purpose.....

Balance on hand	\$ 1,162 44	
State appropriation	11,657 52	
	<hr/>	12,819 96
		<hr/>
		46,680 04

Amount to be raised by tax \$ 80,330 04

E. C. ROSS,
HIRAM LOZIER,
WM. R. PERKINS,
Finance Committee.

Financial Statement.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh submits the following report of receipts and disbursements for the year commencing October 1, 1902, and ending September 30, 1903:

RECEIPTS.

Balance on hand Oct. 1, 1902.....	\$ 951 50
Balance in Library Fund.....	210 94
Regents of the University.....	1,027 68
Glebe Rents	81 87
State Appropriation	11,657 52
Fines, Library Books	25 75
Interest on Glebe Bonds.....	798 22
Non-resident Pupils	1,565 50
Sale of City Bonds	40,000 00
Tax Levy	80,330 04
	<hr/>
	\$ 136,649 02
Used in payment of Notes, 1902, (deducted)	606 97
	<hr/>
	<u>\$ 136,042 05</u>

DISBURSEMENTS.

First.

Construction	\$ 34,166 06
Repairs	6,139 40

Second.

To purchase, enlarge and improve school apparatus, furniture and appendages	2,289 87
-----------------------------------------------------------------------------------	----------

Third.

To purchase fuel and pay contingent expenses of schools, library, and salaries of the clerk, librarians and janitors:

Fuel and light	\$ 4,148 66
Books and supplies	5,065 95
Printing	779 67
Incidentals	1,439 54
Manual Training	414 43
Sewing	34 02
Compulsory Education	1,261 34
Library salaries	2,200 00
Library fund	1,773 72
Interest	2,216 81
Insurance	982 26
Clerk's salary	2,000 00
Janitor's salaries	4,729 65
Teacher's salaries	59,334 32
	<hr/>
	\$ 86,379 37
	<hr/>
	\$ 128,974 70
Balance	7,067 35
	<hr/>
	\$ 136,042 05
	<hr/>

DISBURSEMENTS UNDER APPROPRIATE HEADS.

1. Construction account South Street School:

Caldwell & Garrison	\$ 7 50
Frederic M. Sneed	1,550 00
William Sager	12,995 54
James F. Templeton	9,897 41
George T. Barnes	2,882 61
Alfred H. Pickens	5,700 00
James Bayne	400 00
Strong & Bullis	400 00
Robert Johnston	361 24
D. J. Coutant	471 76
	<hr/>
	\$ 34,166 06

2. To build, purchase, lease, enlarge, alter, improve and repair school houses, their outhouses and appurtenances:

Hamilton & Todd.....	\$ 704 63
J. D. Wilson.....	30 45
W. F. Martin.....	237 12
James Bayne	1,398 04
C. G. Waring.....	1 24
N. H. Carpenter.....	4 00
Beggs & Carnright.....	46 79
F. G. Wood.....	1 35
J. G. Wilson.....	3 00
Coldwell Lawn Mower Co.....	7 74
Shannon & Co.....	28 39
S. G. Kimball's Sons.....	153 82
Strong & Bullis.....	282 89
Samuels & Leubenheimer.....	2 12
William Nixon	358 93
James Hastings	1,114 09
George E. Mould.....	6 80
D. M. Kinnear.....	29 23
Peck & Van Dalfsen.....	6 73
J. B. Colt Co.....	21 00
Hewitt & Warden.....	2 10
B. B. Moore.....	18 26
W. E. Alwood.....	27 92
Hugh McLernon.....	125 09
Logan & Macdonald.....	243 42
Newburgh Planing Mill.....	603 02
William Crawford	83 61
W. V. Martin	75
James F. Templeton.....	178 75
James Stewart	262 02
F. M. Sneed.....	135 00
	<hr/>
	6,189 40

3. To purchase, enlarge, improve and repair school apparatus, furniture and appendages:

Peck & Van Dalfsen.....	463 38
William Bartels	14 60
Nathan S. Taylor.....	45 00
Kny-Scheer Co.....	20 40

BOARD OF EDUCATION.

R. H. Gorrie.....	1 00	
D. Blakely Hoar.....	9 70	
A. W. Hall.....	40 70	
L. E. Knott App. Co.....	38 14	
J. Warren Mead.....	1,655 45	
Peter Hoffman	1 50	
		<hr/> 2,289 87

4. To provide fuel and pay the contingent expenses of the Free Library and salaries of the Clerk, Librarians and Janitors:

Fuel and Light.

Newburgh Light, Heat and Power Co.....	805 87	
Hey & Whitaker.....	43 00	
W. H. Kay.....	7 00	
S. Whitaker	7 00	
J. W. Hey.....	5 35	
King Coal Co.....	3,280 44	
		<hr/> 4,148 66

Free Books and Supplies.

Hinds & Noble.....	2 00	
N. S. Smith.....	244 65	
Peckham, Little & Co.....	328 44	
Robert Johnston	104 65	
The Macmillan Co.....	38 72	
D. C. Heath & Co.....	125 80	
Theo. Merritt's Sons.....	37 65	
Thomas M. Pope.....	5 50	
Ginn & Co.....	673 42	
Allyn & Bacon.....	12 18	
Geo. W. Green.....	801 55	
J. L. Hammett Co.....	1 90	
American Book Co.....	858 70	
J. Warren Mead.....	37 00	
Easman & Co.....	1 50	
D. J. Hyndman.....	25 80	
A. Vandermark	1 20	
Queen & Co.....	1 92	
Maynard, Merrill & Co.....	262 46	
Rand, McNally & Co.....	37 50	

The Morse Co.....	128 25
J. H. Horton.....	3 80
Weed & Bagshaw.....	104 54
Charles E. Keefe.....	95 98
C. Brink	1 19
Lawson Hardware Co.....	85 95
James M. Crane.....	15 50
Silver, Burdette & Co.....	216 34
Belknap & McCann.....	3 50
Educational Publishing Co.....	29 70
Milton Bradley Co.....	83
F. G. Wilkes & Co.....	94 96
G. & C. Merriam Co.....	81 56
Shuart & Embler.....	9 50
William G. Milner.....	1 50
J. B. Quinlan.....	16 00
A. H. Osborn.....	11 76
Logan & Macdonald.....	7 48
Prang Educational Pub. Co.....	337 92
Ives Polish Co.....	5 15
Houghton, Mifflin & Co.....	17 89
Jno. J. E. Harrison.....	3 00
F. G. Wood.....	1 35
John Sloan	2 40
Henry Holt & Co.....	1 42
Joslin & Carpenter.....	2 10
Burnett & Gavey.....	96 70
Milwaukee Dustless Brush Co.....	6 00
George Deyo	83 16

 5,065 95

Incidentals.

Ames & Rollinson.....	25 00
Maller & Doyle.....	1 45
Colonial Tel. Co.....	49 98
Mrs. V. Dillon.....	5 00
Chas. E. Moscow.....	32 00
L. P. Waite & Co.....	5 00
Haring & Geyer.....	13 50
Easman & Co.....	50
Mark Crawshaw	23 00
F. M. Taylor.....	125 00

BOARD OF EDUCATION.

Uriah Traphagen	87 57	
James M. Crane.....	489 58	
Biennial School Census.....	294 00	
Muchattoes Lake Ice Co.....	17 72	
A. H. F. Seeger.....	100 00	
Smythe & Cantline.....	20 00	
Mrs. A. S. Oakley.....	40 00	
Newburgh Planing Mill.....	11 20	
J. T. Pryer, Jr.....	98 00	
Jessie Horobin	5 04	
	<hr/>	1,438 54

Manual Training.

Newburgh Planing Mill.....	228 46	
Newburgh Lumber Co.....	17 82	
James F. Templeton.....	170 15	
	<hr/>	414 43

Compulsory Education.

C. B. Galatian.....	600 00	
Mrs. Richard M. Hoe.....	527 52	
N. Y. Catholic Protectory.....	188 82	
	<hr/>	1,281 34

Library Salaries.

Thos. M. Hawthorne, Lib.....	1,000 00	
Lillie O. Estabrook, Assistant.....	800 00	
C. V. A. Oakley.....	400 00	
	<hr/>	2,200 00

Library Fund.

Ritchie & Hull.....	70 80	
Globe Wernicke Co.....	42 00	
The Perkins Book Co.....	19 00	
G. E. Stechert.....	2 98	
Mass. Soc. Mayflower Co.....	2 00	
N. S. Smith.....	247 88	
Newburgh News P. & P. Co.....	177 65	
E. W. Johnson.....	3 15	
J. H. Horton.....	96 98	
Geo. W. Green.....	309 45	

E. O. Vaile.....	1 50
The Palmer Co.....	3 00
H. Gregory	1 21
The Century Co.....	1 91
N. E. Publishing Co.....	1 00
H. W. Wilson.....	4 00
Hist. Soc. New London Co.....	3 50
L. R. Hamersley Co.....	3 00
The Dial Co.....	2 00
Chas. Scribner's Sons.....	3 00
A. H. Mueller & Co.....	15 00
Balch Bros.	2 20
Newburgh Journal Co.....	27 60
Reta J. Kent.....	2 50
Dodd, Mead & Co.....	4 00
Francis Niglutsch.....	33 30
Crawshaw Carpet Co.....	3 75
R. R. Bowker.....	11 50
William Abbott	8 60
Romeyn B. Hough.....	5 00
N. E. Hist. & Gen. Soc.....	3 00
Index Pub. Co.....	1 50
Board of Publication.....	3 00
William J. Campbell.....	9 00
J. D. Morris & Co.....	55 31
E. P. Dutton.....	3 32
Chas. E. Lauriat.....	4 00
N. Y. Education Co.....	1 00
Long & Miller.....	22 50
International Quarterly	4 00
Perry Pictures Co.....	1 00
S. Austin	34 00
G. P. Putnam's Sons.....	3 45
N. Y. Gen. & Blog. Soc.....	18 00
Comm. of Mass.....	3 25
Houghton, Mifflin & Co.....	42 45
James F. Templeton.....	5 60
Kindergarten Magazine	4 00
University of Chicago.....	4 50
Van Duesen & Joycé.....	15 00
Thos. M. Pope.....	174 25
Henry Charnowitz	92 85
J. F. Taylor & Co.....	31 50
Harper & Bros.....	61 90

Educational Review	8 00	
Edgar A. Werner.....	87 79	
John A. Cadby.....	15 00	
Funk & Wagnalls.....	10 00	
	<hr/>	1,773 72
James M. Crane, Clerk and Superintendent..		2,000 00
Interest		2,216 81
Insurance		982 28

Janitors' Salaries.

Alexander J. Withers.....	875 00	
George Hawthorne	500 00	
John Sterling	800 00	
James S. Wands.....	900 00	
John Stone	600 00	
J. T. Pryer.....	658 32	
E. Wiltsie	315 00	
Edward L. Sterling	83 83	
	<hr/>	4,729 65

Sewing.

Burnett & Gavey.....	34 02	
	<hr/>	34 02

Printing.

Ritchie & Hull.....	168 10	
Commercial Printing Co.....	50 25	
Newburgh Daily Press.....	112 65	
Newburgh Daily News P. & P. Co.....	112 37	
Newburgh Register	6 25	
Newburgh Journal Co.....	330 05	
	<hr/>	779 67

Teachers' Salaries.

William H. Doty.....	1,500 00
Alex. J. Hutchison.....	1,300 00
C. W. Lockwood.....	1,000 00
D. C. Scott.....	1,000 00
S. W. Holdredge.....	200 00
Dora M. Townsend.....	1,000 00
Agnes McFadden	835 13

Elsie B. Scott.....	850 00
Ida C. LeRoy.....	850 00
Anna Jewell	750 00
R. Bell Chapman.....	750 00
Anna M. Tole.....	750 00
Jane A. Carmichael.....	750 00
Katherine Lozier	600 00
Marietta Shaw	585 00
Alice Hitchcock	600 00
Jennie Marvel	615 00
Elizabeth Sheridan	600 00
Isabelle Kidd	7 00
William Sanxay	206 00
Georgiana Greenwood	233 00
William H. Kelly.....	1,300 00
Anna P. Hasbrouck.....	450 00
Kate A. Flanagan.....	500 00
Mary F. Van Wyck.....	450 00
Caroline Millspeugh	450 00
Eliza W. Kidd.....	450 00
Gertrude Van Cleft.....	450 00
Annie Clark	450 00
Mary E. Wilson.....	450 00
Anna M. Barnes.....	500 00
Mary E. Garvey.....	450 00
Almira Seaman	450 00
Sara K. Bannon.....	450 00
Elberta Ames	450 00
Eva G. Penney.....	445 50
Jennie M. Boyd.....	450 00
Agnes McCullough	450 00
Charles E. Snyder.....	1,300 00
Clara L. Shaffer.....	447 75
Emma C. Barnes.....	500 00
Emma Everitt	497 50
Grace A. Minty.....	447 75
Effie L. McConnell.....	450 00
Mary A. Smith.....	900 00
Harriet A. Van Duzer.....	450 00
Helen G. Montfort.....	450 00
Carrie B. Ronk.....	450 00
Jean H. Moss.....	450 00
Olive R. Cronin.....	450 00

Bessie L. Marden.....	450 00
Isabella H. Dougherty.....	446 63
Jessie F. Vincent.....	450 00
Sarah W. Snowden.....	456 17
Agnes Templeton	600 00
Margaret J. Fowler	337 50
M. H. Dusbury.....	1,300 00
Annie E. Bayles.....	465 00
May E. DeLancy.....	500 00
Lillie A. Brundage.....	450 00
Elizabeth Totten	455 00
Alice H. McConnell.....	450 00
Jean C. Hamilton.....	450 00
Martha G. Henderson.....	450 00
Lily I. Van Wyck.....	500 00
Mary B. McCullough.....	450 00
Ella A. Chadborn.....	450 00
Lucia C. Twiname.....	450 00
Emma F. Wells.....	450 00
Alice Booth	450 00
Jennie M. Wells.....	450 00
Harriet M. Peck.....	450 00
Sara M. Clark.....	450 00
Agnes C. Miller.....	900 00
Ida R. Henderson.....	450 00
Ada Meginn	450 00
Mary Caldwell	450 00
Emily V. Haigh.....	450 00
Mabel T. Leeper.....	459 00
Anna E. Flanagan.....	445 50
I. Jeannette Sloan	450 00
Eliza Hannan	450 00
Elizabeth L. Gordon.....	450 00
Alberta Van Cleft.....	450 00
Anna I. Ryan.....	450 00
George E. Atwood.....	1,300 00
Helen G. Ruttenber.....	445 50
Clara E. DeLancy.....	500 00
Emma R. Weed.....	450 00
Anna M. Whitsie.....	450 00
Florence Van Duzer.....	455 00
Grace L. Smiley.....	447 75
Jessie Holland	450 00
Margaret M. Shaw.....	450 00

Josephine Jansen	450 00	
Mabel K. Shaw.....	447 75	
Abbie L. Colden.....	198 51	
Fannie R. Laib.....	450 00	
Edith I. Grimley.....	450 00	
Maud I. Winans.....	450 00	
Harriet J. Fowler.....	447 75	
Frances A. Ritchie.....	445 50	
Mary E. Dougherty.....	450 00	
Helen R. Hunter.....	450 00	
Louisa Fleming	450 00	
Emma Colden	600 00	
Lillie H. Fowler.....	448 75	
Olara G. Fleming.....	197 18	
Margaret Kennedy	17 61	
Anna Egan	292 27	
Hannah Craig	85 42	
Bessie Cotton	83 88	
Geraldine Smiley	38 71	
Maud Poyer	57 61	
Margaret Hamilton	11 78	
Margaret Fawcett	45 00	
Florence E. Beakes.....	45 00	
Nellie Revill	45 00	
Janet M. Barr.....	45 00	
Estelle Hunter	45 00	
Maude Bond	45 00	
Teachers' Salaries	59,334 05	
	<hr/>	
	\$ 128,974 70	
Balance on hand October 1, 1903.....	7,067 35	
	<hr/>	
	\$ 136,042 05	
Balance in General Fund.....	\$ 1,069 71	
Balance in Library Fund.....	163 70	
Construction Fund	5,833 94	
	<hr/>	
	7,067 35	

Newburgh, October 1, 1903.

We have examined the above financial statement and certify the same to be correct.

E. C. ROSS,
W. R. PERKINS,
HIRAM LOZIER,
Committee on Finance.

Superintendent's Report.

To the Board of Education,

Gentlemen:—I would respectfully submit this, my third annual report of the public schools of this city, together with the reports of the principals and special teachers, for the year ending September 30, 1903.

The following statistics may be of interest :

Population of the city, estimated.....	25,000
School population (5 to 18 years), July 1, 1903....	5,755
Total net enrollment of pupils.....	4,137
Aggregate days' attendance	595,408
Average membership	3,418
Daily attendance per cent. of average membership..	92.3
Number of school buildings	6

Number of sittings (single desks), Sept., 1903 :

Academy	516
Washington Street School	691
Grand Street School	620
South Street School	870
West Street School	453
Liberty Street School	821

3,971

Number of pupils registered in Sept., 1903 :

Academy	430
Washington Street School	665
Grand Street School	610
South Street School	888
West Street School	360
Liberty Street School	761

3,714

Number of regular teachers employed Sept., 1903...	109
Number of class rooms	97
Number of pupils to a room.....	38
Number of class rooms Sept., 1902.....	90
Number of pupils to a room.....	40
Number of pupils graduated from Grammar Department, June, 1903	117
Average age of the same	14.8
Number graduated from the Academy in June, 1903	46
Average age of same	18.5
Cost of teaching and supervision.....\$	61,334 32
For all other school expenses exclusive of new school building	33,474 32
For new school building.....	34,166 06
<hr/>	
Total expenditures	\$ 128,974 70
Cost per pupil for teaching and supervision, based on total registry	\$ 14.82
Same, based on average daily attendance.....	19.79
Cost per pupil for all school expenses exclusive of new buildings, based on total registry	22.91
Same, based on average daily attendance.....	27.74
Estimated value of buildings and grounds....	\$341,500.00
Assessed valuation of city, real and personal.	\$11,420,390.00
Number of children of school age (5 to 18) attending private schools	1,068
Number of children in the city between the ages of 8 and 14, June 30, 1903.....	2,695
Number, between 8 and 14, registered as attending public schools during year.....	2,250
Number of such children receiving instruction elsewhere	321
Average daily attendance at Public Schools.....	2,038
Average daily attendance of such receiving instruction elsewhere	301
Number of children over 14 and under 16 in the city, June 30, 1903	836

Number of such attending Public Schools.....	443
Receiving instruction elsewhere	107
Number of cases investigated by Truant Officer....	1,251
Cases reinvestigated	179
Number found to be truants and returned to school..	267
Number committed to truant schools	12
Number of volumes in public school libraries.....	29,334
Estimated value	\$38,500.00
Number added last year	997

The following items are from the school census taken in October, 1902, by enumerators appointed by the State Superintendent.

Total number between the ages of 4 and 18,

Male	2,823
Female	2,924
	<hr/> 5,754
Of this number are Africans.....	101
Total number in the 1st Ward.....	1,579
Total number in the 2nd Ward.....	756
Total number in the 3rd Ward.....	549
Total number in the 4th Ward.....	856
Total number in the 5th Ward.....	1,171
Total number in the 6th Ward.....	836
Number of children between 8 and 16 in city.....	3,350
Number of pupils in Public Schools between 8 and 16	2,392
Number in other schools between 8 and 16.....	493
Paid enumerators for taking this census	\$294.00

There have been very few cases of contagious diseases among the school children and the health of the teachers and pupils has been generally good during the past year. This is in marked contrast to the preceding year, in which an unusual amount of sickness prevailed both among pupils and teachers.

The schools were in session, including legal holidays, 198 days.

The net enrollment was 4,137, 26 more than the previous year, and the average daily attendance 3,129.75, 27 more than the previous year.

NET ENROLLMENT.

	Boys.	Girls.	Total.
Academy	207	244	451
Washington Street School	399	394	793
Grand Street School	427	469	896
South Street School	332	326	658
West Street School.....	150	156	306
Liberty Street School	370	321	691
	<hr/> 2,057	<hr/> 2,080	<hr/> 4,137

AVERAGE DAILY ATTENDANCE.

	Boys.	Girls.	Total.
Academy	183	210	393
Washington Street School.....	301	298	599
Grand Street School	310	331	641
South Street School	254	245	499
West Street School	150	156	306
Liberty Street School	370	321	691
	<hr/> 1,568	<hr/> 1,561	<hr/> 3,129

AVERAGE ATTENDANCE PER CENT. OF AVERAGE MEMBERSHIP..

Academy	97.3
Washington Street School	93.5
Grand Street School	90.5
South Street School	91.5
West Street School	90.0
Liberty Street School	91.3
General average	<hr/> 92.35

SOUTH STREET SCHOOL.

The twelve room addition to the South Street School building which was in process of construction during the whole year, and the remodeling of the old building, which was begun the last of June, were so far completed that the building was opened for the reception of pupils at the opening of the schools, September 14th.

The school contains 23 class rooms and the principal's office.

The class rooms are furnished with single desks for the pupils, cases for books and material and ample well lighted and well ventilated closets for the children's clothing. A detailed description of the building is not material. No necessary expense has been spared to make it a model school building as to light, heat, ventilation and general equipment. The results obtained are a credit to the architect, the contractors and the Board. That the additional room provided, was needed to relieve the crowded condition of some of the other schools, especially the Grand Street School, is clearly shown by the September registration of pupils, which amounted to 888. During the same month last year the registration was 573. A more complete description of the building is given in Principal M. H. Dusbunbury's report.

SCHOOL ROOM.

There is room enough in all the grades except the first year, which is still crowded. We have found it necessary to divide five classes composed of children who have just entered school, into half day sessions.

Many parents prefer to have their children attend school but one session a day during their first year, while others are anxious to have them attend both sessions. From an educational point of view there seems to be little gained by keeping children from 5 to 6 years of age in school all day since they can do but little more than to learn school ways and get started in their work the first year. Half-day sessions are better for the health of the children and they can get more individual attention. There can be no question that half-day sessions of 30 to 40 pupils are preferable in every way to crowding from 60 to 80 into all day classes.

REPAIRS AND IMPROVEMENTS.

During the summer vacation many needed repairs and improvements were made to the school property.

The outside wood work of the City Library was painted and the front of the building cleaned. All the rooms except the Board room were thoroughly cleaned and the walls and wood work painted in at-

tractive colors, and additional lights placed in the rear of the main room.

The roof and outside wood work of the Grand Street School were painted and the front and north side walls cleaned. Much needed floor space was given by removing 48 desks from the different rooms. The janitor's rooms were thoroughly remodeled and improved.

The boy's entrance at the Washington Street School was changed in order to make it more convenient.

To remedy the defective light of the four back center rooms the windows were enlarged and two skylights added. Similar changes to increase the light in the four back center rooms of the West Street School were made.

The outside wood work of this school was also painted.

To remedy the inadequate and defective light and ventilation in the assembly room of the Academy, skylights with ventilators were put in the roof of the building and a large area of glass and several ventilators in the ceiling of the room. The outside wood work of the building was painted and new wainscoting put in the physical laboratory.

Other repairs have been made besides those mentioned. It is safe to say that the school property was never in as good condition as it is at the present time. We believe that a wise and careful expenditure of money for the preservation and improvement of public property is true economy.

The aim of the Board has been, especially in the last two years, to provide more room, better light and improved sanitary conditions. Substantial progress has been made in these lines.

There is not an insufficiently lighted or over crowded room in our schools except the primary rooms referred to and that is overcome by the half-day session plan. The substitution of sanitary water closets in place of the present dry closets in the Academy, we trust will be accomplished the present year.

Our school buildings are conveniently located for the children. Although some of the school yards are not as large as we might wish they are all well cared for by the janitors in charge and are attractive places in the city. In the matter of school environment the Board

have made every possible effort to provide for the comfort and well-being of the children.

SCHOOL WORK.

In my monthly official visits to the different class rooms I was much gratified with the good order which prevailed, the friendly relations existing between pupils and teachers and the mutual interest shown in the work.

Such conditions are certain to produce good results.

We believe that a very satisfactory record of school work was made during the year.

At the close of school in June, forty-six students were graduated from the Academy and one hundred and seventeen from the grammar department. The number and standing of pupils promoted in the different grades were fully up to the average.

DISCIPLINE, MANNERS AND MORALS.

We had but little serious trouble with discipline; children are quick to recognize kind and fair treatment and ready to comply with reasonable regulations. If they are kept busy and interested in their work the discipline will largely take care of itself. As a whole the year was a pleasant, harmonious and profitable one.

I would not advise any formal instruction in manners and morals, but rather that they should be taught incidentally as occasions arise, and that each teacher use her own method. Doubtless teachers are giving attention to the proper conduct of their pupils now and realize that it is an important part of their work. Children as a rule prefer to be polite and courteous if they know how. It is for us to kindly, patiently and persistently teach them by precept and example, and we will find them apt and willing learners.

True politeness is not an artificial veneering, but comes from the heart; "It is real kindness, kindly expressed." "Ceremonies are different in every country," says Goldsmith, "but true politeness is everywhere the same."

If we inculcate in the children a spirit of frankness, truthfulness, kindness and a proper respect for the rights of others I believe the external courtesies will largely take care of themselves.

DRAWING AND MANUAL TRAINING EXHIBITS.

Our annual exhibits of drawing and art work, given at the Academy, and of manual training, given at the school in Clinton Street, last June were very full and complete and the work exceptionally good. The public showed its interest and appreciation by the large number of visitors present at both exhibits.

In fact the interest of both pupils and the public in these lines of work continues unabated. We believe the training, both mental and manual, which these branches give, is not only valuable in itself, but so helpful in other school subjects, through awakening and strengthening mental activity, that it fully compensates for the time it takes from them.

DOMESTIC SCIENCE.

Sewing, which is taught in four grades, beginning with the third and ending with the sixth, is the only branch of domestic science taught in our schools.

A large number of our citizens are anxious to have cooking introduced into our schools and petitions have been presented to the Board of Education asking that it be given a place in our curriculum.

The committee on schools have given the matter careful consideration and believe that this branch of domestic science would be a valuable addition to our course, but have, as yet, formulated no definite plan of action.

COMPULSORY EDUCATION.

The united efforts of the Superintendent, the principals and the attendance officer are required to properly enforce the Compulsory Education Act. Our efforts have been fairly successful and a large majority of would be truants have been kept in school.

We hope to secure a more rigid enforcement of the law the present year. The principle obstacles to overcome, are the carelessness and indifference of parents to their children's interest and the lack of parental control. Doubtless proceeding against parents in some cases would secure a better enforcement of the law.

The Compulsory Education Act amended by the last legislature

now requires children between 12 and 14 years of age to attend the school sessions during the whole year. It also provides as follows:

"No child under the age of fourteen years shall be employed, permitted or suffered to work in or in connection with any factory in this state. No child between the ages of fourteen and sixteen years shall be so employed, permitted or suffered to work unless an employment certificate issued as provided in this article shall have been theretofore filed in the office of the employer at the place of employment of such child."

To guard against false statements of parents as to the ages of their children in order to get employment for them before they reach the legal age limits, the amended law proceeds as follows:

"A passport or duly attested transcript of the certificate of birth or baptism or other religious record showing the date and place of birth of such child. A duly attested transcript of the birth certificate filed according to law with a registrar of vital statistics or other officer charged with the duty of recording births, shall be conclusive evidence of the age of the child," and the *only conclusive* and final evidence.

It is evident that these amendments to the law impose new difficulties and demand increased vigilance on the part of the school authorities in its enforcement.

APPOINTMENTS.

No teachers resigned during the year. The enlargement of South Street School building made additional teachers necessary, and the following appointments were made:

Estelle Hunter and Nellie Revill, graduates of the State Normal College, Albany, N. Y.; Florence E. Beakes and Janet M. Barr, graduates of the Jamaica Normal School; Anna G. Egan, graduate New Paltz Normal School, and Maud C. Bond, graduate of Syracuse University.

SCHOOL LIBRARIES.

The number of books added to the school libraries last year was 374, at a cost of \$443.46. Of this sum \$160.98 was received from the State.

The present number of books in the school libraries is 3,316.

These books form graded libraries in the different schools.

They are taken out by pupils, under the supervision of the teachers, for home reading. As our City Librarian, in his annual report, says, "In many instances they are read by other members of the family. In this manner the public schools really become branch libraries from which the books of the library circulate among families of the immediate neighborhood."

That these libraries give useful information and are very helpful in forming a taste for good reading can not be questioned.

TEACHERS' MEETINGS.

Monthly meetings of the teachers were held, as required by the rules of the Board.

Besides the usual business and discussions of methods and school management, the teachers were addressed during the year by the following: Supt. G. E. Miller, of Binghamton, N. Y., subject, "English in the Grades;" Supt. William E. Chancellor, of Bloomfield, N. J., subject, "Habit in Education;" Prof. E. H. Hallam, of Mount Vernon, N. Y., subject, "Teaching of music in the Public Schools," and Dr. W. J. Milne, of Albany, N. Y., subject, "Modern Educational Tendencies."

Appropriate public exercises were held in all the schools in observance of the birthdays of Lincoln and Washington, Memorial Day and Arbor Day.

The usual voluntary contributions of clothing and money for the aid of the needy school children were made at Thanksgiving time by the pupils of all the schools. A large quantity of clothing and \$208.34 in money were received.

It is fitting that we should say in this report that the death of the late president of the Board, Mr. William S. Wands, which occurred November 26, 1902, removed from the Board an able and conscientious member and a staunch friend to the public schools, who was ever ready and willing to give his time and best efforts in their behalf.

Mr. Wands became a member of the Board in March, 1888, and continued in office with the exception of one year from 1896-97, until the time of his death.

He was elected president of the Board March 14, 1900, which office he held while he lived.

Teachers and pupils alike regarded him as a wise counselor and a true friend, and keenly felt his loss.

The estimation in which he was held by his fellow members was fittingly expressed by the following resolutions, adopted at a stated session of the Board, held November 28, 1902.

"Death, always unwelcomed but not unexpected, has again entered our circle and taken from us one who but a few short days ago met with us in the performance of his duties as president of this Board.

"William S. Wands was a man of strong character, with a sensitive conscience, quick to discern between right and wrong; his open hearted frankness and remarkable clearness to discern the issue in question made him an ideal presiding officer and counselor, therefore, be it

"*Resolved*, That by the death of President William S. Wands, this Board has lost a valued member, who was greatly esteemed for his many excellent qualities; his unvarying courtesy, kindness and watchful interest in all matters affecting its affairs, have won for him the love and respect of his associates.

"*Resolved*, That as a further expression of our appreciation of his worth, we attend his funeral in a body.

"*Resolved*, That these resolutions be entered in full upon our minutes and published in the city papers."

In this report we have not attempted to go into lengthy details or to enter upon scientific or pedagogical discussions of the education values of the various studies of the course, methodology, school management or kindred subjects, but only to give a general account of the condition and work of the schools during the past year.

We realize that our school work is not perfect. We are trying to make it better, to strengthen weak places as we discover them. In this effort we believe that we have the support and co-operation of the teachers and the Board. To direct, help and encourage teachers in their work, rather than to criticise and condemn, we hold are the true functions of a superintendent.

Allow me, in closing, to express to you my sincere thanks for your continued kindness and consideration.

JAMES M. CRANE.



Report of Principal of Free Academy,

Mr. James M. Crane, Superintendent,

DEAR SIR:—The registration at the Academy for the year closing June 27th, 1903, was 448. In the Academic department there were 164 boys, 183 girls, total 347; which was 17 more than that of the preceding year. In the Grammar department there were 42 boys and 59 girls, total 101. There were 58 non-resident pupils; 39 boys and 19 girls.

The record for regularity of attendance and punctuality was fully up to the high average of former years. This indicates not only prevailing good health among the pupils, but an active co-operation on the part of parents who appreciate the discipline of regularity and the formation of valuable habits in preparation for the duties of life.

The number of pupils in the Academy studying various subjects was as follows: Greek 23, Latin 135, French 16, German 41, Algebra 251, Geometry 91, Trigonometry 4, Rhetoric 102, Literature 286, Physics 96, Chemistry 45, Botany 80, Physical Geography 86, Astronomy 13, Geology 11, Bookkeeping 55, Civics 47, U. S. History 41, English History 53, Greek and Roman History 30.

The graduating class numbered 46, divided by courses as follows: English 27, Scientific 6, Latin Scientific 9, Classical 4. Nine members of the class have entered college and three have taken up other advanced courses of study. The Academy now has representatives in Harvard, Yale, Cornell, Columbia, Princeton, University of Pennsylvania, Syracuse, Brown, Rutgers, Lehigh, Rensselaer Polytechnic, Vassar, Smith, Mt. Holyoke, Wells, Women's College, Baltimore, Albany Normal College, New Paltz Normal, Jamaica Normal, New York Law School, Pratt Institute and Cooper Union.

No important changes have been made in the courses of study during the year. Bergen's Botany was introduced to replace Gray's, which had been used for more than twelve years. Two other of our science books should be replaced by more recent ones at an early day.

The promotion of Miss Marvel to the Academic department enabled us to divide the first year pupils into four classes, greatly to the advantage of the work. None of the seven first and second year classes is now over crowded. The Junior Class numbers 56 and the Senior Class 53. These have been divided into sections so that we now have no class for recitation of more than forty-eight pupils. We may not hope to reach the ideal in the size of classes for recitation, but with your advice and co-operation we have greatly improved in this regard the conditions under which we are working. Within the last two years very large classes have been divided for recitation as follows: One English Literature into two divisions, two Geometry into three divisions, two Physics into three, two Algebra into three, one Caesar into two, one beginning Latin into two, and two Rhetoric into three.

The new skylight in the Assembly Room is appreciated by the large number who must use the room for study. Our chemical laboratory, which was one of the first provided in this part of the state, should be remodeled and improved. Our laboratory equipment for the study of the biological sciences is very inadequate. We should have a room in which to place our fine reference library of over twelve hundred volumes. This would greatly increase the value of this important part of our equipment. Commercial courses are being introduced into many high schools. I believe that such a course would add to the usefulness of the Academy.

At our Thanksgiving entertainment the pupils contributed seventy-seven dollars to the fund for purchasing shoes for school children, and also a number of packages of clothing.

The Alumni Association, by its annual scholarship and prizes, assists in maintaining that school spirit which makes it an honor to be an Academy pupil and an obligation always to support the good reputation of the school.

The work of the year was characterized by painstaking effort on the part of the teachers, and commendable interest and loyalty on the part of the pupils.

The principal gladly takes this opportunity to thank the teachers for generous support and the Board of Education and Superintendent for kindest consideration.

Respectfully submitted,

WILLIAM H. DOTY.

Report of Principal of Washington St. School.

James M. Crane, A. M., Supt. of Schools,

I am reminded of the fact that you are again expecting a report concerning Washington Street School and I send these few thoughts that the year's work suggests.

While our teachers are endeavoring to improve themselves and their methods for securing the advancement of their pupils, the labors of one year are, in many respects, much like those of another, and, although the subjects taught are the same from year to year, the monotony of teaching is vastly relieved by having new faces in the succeeding class and new minds upon which to make an impress and endeavor to prepare for the battle of life which lies just ahead.

Pupils may be bright and anxious to obtain that knowledge which shall serve them in coming years, or on the contrary, indifferent and troublesome, yet instructors ought always to bear in mind the words of Coleridge, who says :

“ O'er wayward children wouldst thou hold firm rule,
And sun thee in the light of happy faces,
Love, Hope, and Patience—these must be the graces,
And in thine own heart let them first keep school.”

Although we make a constant effort to secure regularity of attendance, considerable trouble was encountered during the year from quite a number of sources, from the fact that many parents detain their children at home or permit them to absent themselves from school for trivial causes, and it is feared that parents succeed, sometimes, in convincing the attendance officer that their excuses are reasonable when they are not so. A little more rigid enforcement of the truant law in this respect would undoubtedly prove beneficial.

During the year we enrolled seven hundred ninety-seven (797) pupils, all of which attended both sessions daily until the first of April, when, our first year classes having become overcrowded, one

half-day class was formed and continued till the close of the school year.

Quite an interest was manifested in the selections advised by our Superintendent, and they were memorized and recited by all pupils of the several grades,

The percentage of promotions will, we think, compare favorably with that of preceding years, although, as heretofore, some teachers meet with a greater degree of success in this respect than others, yet our teachers in general are faithful in their efforts to benefit their pupils and in discharging the duties incumbent upon them in the positions they occupy.

But one case of tardiness on the part of teachers occurred during the year, and this was occasioned by the irregular running of the street cars.

The fire drill, in compliance with the State law, was observed each month during the year. At such time the pupils on the lower floor use the exits at the rear of the building and those on the upper floor go out the front way. After the passing of hats and wraps in all classes the pupils march out in an orderly manner, the whole consuming a little more than three minutes.

Our library now numbers four hundred twenty-six (426) volumes and is, it is hoped, an incentive to the reading of such works as shall enrich the minds of our pupils, many of whom take advantage of the opportunity to peruse them.

Of our supplementary reading, I would say that the books furnished our several grades give much satisfaction, and now instead of poring over the same old matter from the beginning to the end of the year, new and attractive reading is placed before the pupils, which not only improves their reading, but also adds to their fund of information. The Geographical Readers placed in the Seventh Grade have induced effort in looking up matter elsewhere pertaining to the subject, and the boys and girls bring to the class clippings and illustrations from publications that come into their possession outside of school.

I would not adhere to the old because it is old, nor would I adopt the new for the reason that it is new. In writing, although it may be claimed that the vertical method produces legibility sooner than

the older sloping system does, results show that pupils, in using the vertical system, acquire, in very many instances, a habit of writing backhand. This can but be adjudged decidedly undesirable, and I think the subject one eminently worthy of consideration by those in authority.

Teachers, like all who labor for a livelihood, naturally work for a reward, and I give it as my opinion that it would be well to grade the salaries. Those who begin teaching receive the same compensation as those who have taught for years, and, when vacancies occur, some prefer to remain in the lower, rather than take the higher grade, where the labors are more exacting, with no commensurate increase in the salary. If the first year teachers (those who hereafter come into the employ of the Board) were paid four hundred dollars, the second year teachers four hundred twenty-five dollars, etc., it strikes me the result would be advantageous and teachers would have an extra inducement to do good work.

Music is given no little attention with us and the results obtained are reasonably satisfactory, considering the time employed.

Several receptions were held during the year, which were attended by quite a number of the parents of our children as well as by some members of the Board of Education.

Appropriate exercises were held to commemorate Washington's Birthday, Lincoln's Birthday, Arbor Day, Memorial Day, and Flag Day. Rev. Jesse F. Shafer, a veteran of the Civil War, gave us, on Memorial Day, a most excellent address, and Col. Charles H. Weygant, another soldier with a most commendable record, favored us with a fine address on Flag Day. This was supplemented by some remarks by Commissioner Baumes.

Exceeding regret was felt by our teachers, as well as by our pupils, at the passing away of the esteemed President of the Board of Education, Mr. William S. Wands. He was everybody's friend.

Our sincere thanks are due Superintendent Crane, who is so alive to our interests, as well as to the members of the Board of Education, busy men who devote much of their time to matters that benefit our schools, for repeated favors during the year.

WM. H. KELLY,
Principal Washington Street School.

Report of Principal of Grand Street School.

Mr. James M. Crane, Supt. of Schools, Newburgh, N. Y.,

Arrived at the end of another school year, I hand you the following report of the Grand Street School for the year just closed :

The crowded condition of our school, to which I called attention in my last report, has continued during the past year, as the numbers here given will show. There were 890 pupils registered during the year. The greatest number reported as present at any one time was 748, Sept. 19, 1902; and the smallest number 659, June 19th. We were obliged to have half-day classes in the two lowest rooms, and then there were more pupils than is desirable for one teacher to have in that grade. Most of our rooms have had more pupils than they should have, to do the best work. In some cases the proper grading of the pupils was impracticable, owing to the crowded condition of the rooms. We are confidently looking for relief the coming year, by the additional rooms provided by the enlargement of the South Street School.

The additions made to the heating apparatus have given very satisfactory results. Rooms that have heretofore been so cold in extreme weather, that we were obliged to dismiss the classes, are now comfortable at all times. In only two or three instances were we compelled to dismiss classes last winter, and from rooms not having hot water radiators.

The enlargement of the windows in several rooms where the light was deficient, answered the purpose admirably. The amount of light is nearly, if not quite doubled.

The general health of the school has been remarkably good. The absence of pupils on account of sickness has been no more than would be expected among so large a number of children. We have been almost entirely free from contagious diseases. The absence on the part of the teachers has been more than during the previous year, amounting in all to 157 11-12 days. Classes in charge of substitutes

do not usually accomplish as good results as with their regular teachers.

The work of the school has gone on in the usually satisfactory way, and the results attained, as shown by the examinations at the end of the year, were in the main creditable. A large majority of those who were required to take the "official examination" obtained a much higher per cent. than they had obtained on the same subjects during the year. This is a good indication of broad and thorough instruction on the part of the teachers, and a proof that in their teaching they have not been too closely confined to the text-book. It also shows that the monthly tests during the year have not been too easy. It is important to keep before the mind of the pupils the fact, that the principal aim of their school-work should be *scholarship* and not *marks*.

Our classes in reading have done remarkable well, attaining better results than in the previous year. Besides the regular readers, much use has been made of supplementary reading books. In the higher grades, the time for reading is limited, so that we do not get as much time for it as is desirable.

The language work has been carried forward on the same lines as during the previous year with a good degree of success. While attention has been given to reproduction and composition work, I do not think we have accomplished as much in that line of work as we might. We hope to do better another year.

The Supervisor of Drawing reports to me that the work in that subject is better throughout the school than that of the previous year; some classes have made very marked improvement.

While the results in arithmetic compare favorably with those of former years, yet they are not what they should be for the time and effort given to that study. Some pupils in all the grades do very well; but a large number fail to come up to the expectations of their teachers in the tests and examinations. This is no new thing. It is a difficulty with which teachers have contended for a number of years. There seems to be a want of accuracy and foresight on the part of the pupil when he is left to depend upon himself. He seems to be unable to grasp clearly the relations of the numbers and quantities which he is using. His attention appears to be wholly taken up with the

mechanical processes, his work often terminating in very absurd results. May this not be the result of his having been helped too much by his teachers, and by his failure to exercise his own imagination and judgment? It is often much easier to help a pupil out of a difficulty, than to induce him to overcome it himself.

Our classes in geography have done fairly good work, and I believe the work will improve as our teachers come more in sympathy with the more advanced methods of teaching that important subject.

We have had comparatively little difficulty during the year in the matter of discipline. The pupils generally have shown a disposition to comply with all reasonable regulations, to manifest a due respect towards teachers, and to perform with commendable fidelity their school duties.

Our corps of teachers remains unchanged, and I wish to extend my thanks to all who have labored so hard for the advancement of their pupils, and to maintain the reputation of the school.

Please accept for yourself and the members of the Board of Education, my sincere thanks for the encouragement and assistance received during the year.

Respectfully submitted,

CHAS. E. SNYDER, Principal.

Newburgh, N. Y., June 27, 1903.

Report of Principal of South Street School.

Mr. James M. Crane, Supt. of Schools,

DEAR SIR:—I would respectfully submit the following report for the past year :

Our average enrollment for the year was 545, and our average attendance 499, giving us an average attendance of 91 1-2 per cent. While this showing is not so good as it should be, there is a gain of 1 1-2 per cent. over last year's record, and a gain of 4 in the average attendance.

Teachers were absent on sick leave, etc., 84 days during the year.

The expectation was that, with our large addition, there would be sufficient room so that half-day classes would not be required ; but such is not the case. Eighty first grade children still have but half a day's schooling each day.

The arithmetic work is certainly on a higher plane than it was previous to the introduction of the new books. There is, however, considerable complaint from the teachers above the fourth grade, that the pupils coming to them are not well grounded in the fundamental operations. The teachers of the third and fourth grades concur with me in saying that the course in these grades is so long and so varied that no time is given for drill, and the child is hurried from one subject to another without being well grounded in any. Why should fractions and compound numbers, which are studied exhaustively in the fifth and sixth grades, respectively, be allowed to crowd out addition, subtraction, multiplication, and division? These steps are the foundation of all mathematics. A child learns to walk before he learns to run. He is expected to learn to walk and to run at the same time by the so-called spiral method of instruction in arithmetic. In these criticisms of this arithmetic, I am sustained by all of my teachers, and by every patron of the schools who has discussed the subject with me. I would suggest that, as Milne's Arithmetic is used in the upper grades, that Milne's Primary Arithmetic

be put on our text book list, so that those schools preferring it, may use it in the third and fourth grades.

In my last year's report I mentioned that the course in Geography seemed too long for the time allotted to it. Most schools using this text book allow four and one-half or five years in which to cover the work, while we allow but four years. I am confident that thorough, satisfactory work cannot be secured in the time we allow.

The course in language is considerably shorter than could be done in the time allowed. This is noticeably conspicuous in the fourth and fifth grades. The time of these grades is used in completing Hyde's First Book, which the author wrote particularly for use in the third and fourth grades. I believe better results could be secured if Hyde's book were used as its author intended, and Reed & Kellogg's Graded Lessons were begun in the fifth grade instead of the sixth, as it now is.

Our school system, with the advent of cooking next year, will be fully equipped, with one exception—music. While cooking may be a desirable addition in every way, it seems to me that in a modern school system music should take precedence of it. Every girl can receive more or less instruction in cooking at home, but unless music is taught in school the great majority of pupils will grow up in ignorance of the subject. It is my opinion that a school course that lacks systematic instruction in music is not well rounded and symmetrical.

Our penmanship shows improvement over last year's work. The extra time and work done by the teachers last year on that subject have brought about gratifying results. These results were brought about in a large measure by the teachers of the lower grades insisting on the proper method of penholding, and by teaching the muscular movement. If the fundamental principles are carefully taught when the child is learning to write, the work of the teachers in the advanced grades is comparatively easy.

Seventy-four library books have been added to our list during the year. The grade libraries are much appreciated by the children. We find that if these books are kept in each room in sight of the pupils, they are much more likely to be called for than if they are kept packed away out of sight, or placed in one general library.

Five written tests are held in each subject during the year. These

tests are carefully prepared by me and then copied on a mimeograph. Enough copies are printed so that every pupil has a copy of the examination. The pupil's papers, after being marked, are filed away, but may be reviewed with the teacher, by pupil or parent at any time before the next test in the same subject.

Although this method of conducting the tests involves considerable work, I believe the results more than compensate for it. I would suggest that there be a uniform test or examination for all pupils graduating from the eighth grade, who expect to enter the Academy. If all pupils graduating from the Grammar schools were required to pass the Regents' Preliminary Examinations, or a good stiff official examination given by the Superintendent of Schools, the Grammar Schools would be spurred on to greater exertions, and there would be fewer complaints from the Academic teachers on account of unprepared pupils.

In the majority of the better class of schools, promotions are made twice a year. This would involve some difficulty in its installation, but the results would warrant it. Very often an injustice is done pupils by keeping back, for a whole year, some who lack but a few points of the passing mark; or some who, lacking those few points, are pushed on when not quite prepared for the next grade. Keeping a child back for a whole year on work that he is nearly proficient in promotes habits of idleness and loss of interest. Pushing him ahead when he is not prepared gets him into deep water, where he soon becomes discouraged. A bright pupil might be able to make up twenty weeks' work and thus do one and one-half year's work in one year, while it would be almost impossible to do two years work in one. There seem to be many reasons why semi-annual promotions are more desirable than yearly ones.

Suitable exercises were held on Christmas, Washington's Birthday, Lincoln's Birthday and Arbor Day. The Cantata given at Christmas by about thirty of the pupils of the upper grades, was well received. Addresses were delivered by Mr. C. H. Baumes, Rev. A. E. Barnett, Rev. S. K. Piercy, and Supt. James M. Crane, at different times during the year.

My report would be incomplete unless mention were made of the new building annexed to this school, and the complete renovation of

the old one. The new building contains twelve rooms, well lighted, ventilated, heated, and equipped with modern furniture throughout. The old building has had a ventilating system, and a new heating plant installed. The rooms have been enlarged, and so arranged that in only three of them is it necessary for pupils to pass through any room but their own. Windows have been enlarged and both buildings provided with shades. A large office, tastefully furnished, has been provided for the principal's use. A system of electric bells, governed by an electric clock, rings the day's program. The bells may be rung by means of the push buttons if desired. Many other features of excellence might be mentioned did space permit. We feel justly proud of our building, and may say, without boasting, that in its size and completeness, it stands second to none in this part of the state.

I welcome this opportunity to extend my thanks to the teachers of this school and to express my appreciation of their loyalty, and their cheerful co-operation in all things tending to raise the standard of our school.

To the Superintendent and to the Board of Education I wish to express my gratitude for the uniform consideration with which I have been treated, and for the many favors that have been granted me.

Very truly yours,

M. H. DUSINBURY.

Nov. 16, 1903.

Report of Principal of West Street School.

Mr. James M. Crane, Superintendent of Schools.

The school year ending June, 1903, was in many respects an unusually happy and successful one. The number of children attending school some portion of the year was 398. The average enrollment was 336; the average attendance 306. The great difference between total registration and the average attendance, was owing to a number of removals to other parts of the city, and others, having reached the age of fourteen, found regular employment.

With one exception, no class room was crowded at any time. In October we were obliged to divide the first grade into half day classes. As all pupils in that grade were beginners, it afforded an excellent opportunity for comparison, and we found that the afternoon pupils did not advance as rapidly as those who attended in the morning, and neither division did as well as when in attendance all day.

When school opened this September, there was the same crowded condition in the first grade; but, the two fifth grade classes being small, they were consolidated and two first grade classes formed, of thirty-one pupils each. We, therefore, have at this writing the following classes: Seventh grade, one; sixth grade, one; fifth grade, one; fourth grade, two; third grade, two; second grade, two; first grade, two.

The Christmas and Arbor Day entertainments were greatly enjoyed by all the pupils and by many of their friends. Other special exercises, suitable for the occasion, were held on the birthday of Washington, Lincoln and McKinley, also, on Memorial and Flag Days.

Valuable additions are being made each year to our school and reference library. This year ninety-five volumes were added, and a noticeable increase of interest is taken in the reading of the books. The good taste displayed by the children in the selection of books is especially gratifying.

The work in language shows improvement. However, it is my

opinion that, as the Reed & Kellogg Lessons in English are used in all the higher grades, "Reed's Introductory Language Work" should be used in the fourth and fifth grades, and I would respectfully recommend that the same be substituted for that now in use.

Our course in reading includes many good books, but we do not find time enough for this subject. If our reviews were arranged so that there would be one in each study once in two months, instead of one each week as at present, we would have two and a half hours, every month, that could be added to the time now given to reading and the work in English. This year, with your consent, it is our purpose to so conduct our reviews.

There being no change in the course of study, the order of work has been much the same as that of last year. In some lines there was marked gain. Although most of the pupils were interested in their studies and anxious to advance, the improvement was largely due to the faithful devotion to duty on the part of the class teachers.

This year three of our teachers, Anna E. Flanagan, Anna I. Ryan and Mabel T. Leeper, were transferred to the South Street School. The vacancies thus made were filled by the appointment of Florence E. Beakes and Nellie Revill to the fourth grade classes, and Edith I. Grimley to the third grade.

The light in four class rooms was very defective. During the summer vacation, this defect was corrected by enlarging the windows in the lower rooms and by putting a skylight in each of the upper rooms. At present there is not a dark spot in any class room in the building.

The school grounds and building are always kept in excellent condition by our efficient janitor. Both pupils and teachers appreciate his efforts for their comfort.

I wish to thank you and the members of the Board of Education for the prompt and liberal providing of means and appliances for the carrying on of our work.

Respectfully submitted,
AGNES C. MILLER.

October 23, 1903.

Report of Principal of Liberty Street School.

James M. Crane, Superintendent of Schools,

I submit for your consideration the following report of the Liberty Street School for the year ending June 24, 1903:

The statistical report of the school shows that there were nineteen classes, as follows: Seventh grade, 2; sixth grade, 2; fifth grade, 3; fourth grade, 3; third grade, 3; second grade, 3; first grade, 3. This shows one more seventh and one less first grade class than the preceding year. The formation of another seventh grade class was necessary to accommodate the pupils in our part of the city. By reducing the number of first grade classes, it became necessary to have one half-day class throughout the year.

The work of the several grades has been kept up to the average, and along some lines there has been a decided improvement. We are certain that the teachers have put their best efforts into their work and have ever shown a willingness to carry out any suggestions offered by the Superintendent or Principal. A satisfactory proportion of each class was promoted to the next grade.

The progress of the first grade classes is seriously interrupted by the admission of new pupils nearly every week during the year. Considerable time must be devoted to these beginners in the effort to bring them up with those who entered some time before, and the pupils who entered at the beginning of the year can not be advanced as rapidly as they otherwise could be. We are quite certain that such pupils should be admitted only twice during the year, say during the months of September and February. The adoption of such a rule would work no disadvantage to these children, for most of them are quite young, and to wait three or four months would do them no harm.

There has been greater interest in the drawing than ever before, and the results have been more satisfactory. We attribute this greater interest and better results to the introduction of more color

work. Most of our pupils enjoy this feature, and this pleasure in the work has been an important factor in securing such commendable results.

Our work in geography, whether viewed from the standpoint of utility or intellectual development, will not, we think, bear a very critical examination. This may be due to our method of teaching the subject. At any rate, the aim seems to be the memorizing of as many facts as possible, many of which are of no value to the child even if he does remember them. Too much time is devoted to facts of political geography and not enough to the study of the vertical structure of the land forms. It is this that determines the drainage, soil, occupations of men, and to some extent the climate, and these are the matters of real interest and importance.

Additions have been made to our grade libraries by the purchase of new books. We are learning what books are best adapted to the several grades and what books are most sought after. This knowledge enables us to add to the libraries such books as will surely be read. In order that every pupil in a class may have an opportunity to read the more popular books, three or four copies of those books are provided.

As many of the classes as can be seated in the assembly room come together three times a week for morning exercises. The Principal first reads a psalm or a few verses from the New Testament. As many of the children as will do so then unite in repeating the twenty-third psalm and the Lord's Prayer. A little time is then devoted to singing, and this is followed by several recitations from the pupils of different classes.

The care of our building deserves special mention. Our class rooms and halls are always clean and free from dust, and the temperature of the rooms is kept as even as we could wish. The rooms are rarely too warm and never cold.

We wish to express our thanks to you and to the Board of Education for the encouragement we have received during the year and for the generous supplying of all our needs.

GEORGE E. ATWOOD, Principal.

Report of Librarian.

To the Board of Education,

Gentlemen:—The Librarian of the Newburgh Free Library, respectfully submits the following report for the year ending June 30, 1903:

The year has been, in respect to the business of the Library, in no wise remarkably different from other years, though we would note a generally increased use of the reading room, and of books for consultation from the reference room.

The number of books given out for home use was 82,045 volumes, a daily average of 276 volumes.

The largest number given out in one day was on January 31, 1903, when 601 volumes were taken, and the smallest number was on December 16, 1902, when 110 volumes were taken.

The largest monthly circulation was 8,566 volumes, in January, 1903, and the smallest was 5,364 volumes, in July, 1902.

The number of persons taken out books for home reading is constantly increasing; 663 new names have been added to our register and loan cards have been issued to the same.

The greatest care has been exercised in the selection of books during the year. While endeavoring to accede to the requests of the patrons of the Library in supplying special books, the Library Committee has always kept in view the correct principle of purchasing mainly such works as give a permanent value to the collection, and to keep abreast of the times in furnishing the important works of the day in sufficient quantities to meet the demand, and with satisfactory promptness.

SCHOOL LIBRARIES.

The plan of circulating library books through the public schools has proven so popular that there was urgent demand for its extension.

Accordingly, the number of books for this special purpose was greatly increased during the year.

There are now 3,316 library books in the school libraries. These books are in charge of the principal at each school, and are given out for home reading under very simple regulations. In many instances they are read by other members of the family. In this manner the public schools become branch libraries, from which the books of the library circulate among the families of the immediate neighborhood. No records of their use have hitherto been kept, but at the opening of the school term, some system should be put in operation by which statistics of the use of these books will be preserved.

Aside from the statement of the principals that they are in constant daily use, we have no means of knowing the extent to which they are serving their purpose.

REFERENCE ROOM.

This department grows steadily in usefulness and popularity, the number of readers having largely increased during the past year.

Every effort is made to render available our excellent collection of books, and to assist in every way possible those who frequent it for study and the consultation of works of reference.

In connection with the reference work of the Library, the public should realize that the books on the shelves in the reference room comprise but a small portion of the reference works in the library. There are several hundred additional books which might very properly be placed on those shelves if there were room.

DONATIONS.

There have been 84 volumes donated to the Library by the following persons:

Rev. Francis Washburn, Arthur S. Walcott, The Misses Mackie, Joseph M. Dickey, Rev. R. H. McCready, Thomas W. Lawson, N. Waring Barnes, Miss Maria Hasbrouck, Mrs. Sam'l C. Mills, Mrs. W. A. Roebing, Thomas W. Balch, Coldwell-Wilcox Co.

The gifts were all duly acknowledged with the thanks of the Board of Education. It will be seen that the list of donors is large and that fact is an indication how great has been the interest taken by our citizens in the progress of the Library.

BINDING AND REPAIRING.

As usual in recent years, a large amount of rebinding and repairing has been necessary ; 1,611 volumes have been rebound or repaired at the bindery at a cost of \$475.55. At the same time the number repaired at the Library was 4,874. Close attention is given to the condition of books when given out, and many volumes are saved by the timely replacement of a loose leaf or the mending of a torn one.

Books will wear out with use, and the bills for rebinding and replacing these much handled books are only additional proof of the growing popularity of the Library.

PERIODICALS.

The number of periodicals received at the reading room is 52 ; the number received at the Teacher's Library is 19.

The number of volumes in the Library has been increased to 29,434, and are located as follows :

In the main room	18,223
Reference room	4,728
Store room	2,621
Teacher's Library	546
Academy Library	1,211
Grand Street School	415
Liberty Street School	495
South Street School	359
Washington Street School	426
West Street School	410
	<hr/>
	29,434

The accumulation of books had crowded the shelves to the limit of their capacity, and it has been found necessary to add additional shelf room. So the gallery on the east side of the main room was extended and nine new stacks with a capacity of about 5,000 volumes was added.

It is probable that the additional shelf room gained in this way will be sufficient for the increase of the Library for the next four or five years.

The Library was opened to the public in its present quarters in 1878, with 10,421 volumes. This number has been steadily increasing until it has reached 29,434 volumes. The yearly circulation has increased from 15,600 to 82,045.

There has been no change in the Library force, which is as follows: Thos. M. Hawthorne, Librarian; Lillie O. Estabrook, Asst. Librarian, and Christina V. A. Oakley, Asst. Librarian.

STATISTICS.

Number of volumes in the Library, July 1, 1902..	28,337
Number added by purchase	842
Number added by donation	84
Public documents	171
	<hr/> 1,097
Number of volumes in the Library, July 1, 1903..	29,334
Circulation from July 1, 1902, to June 30, 1903...	82,045
Largest monthly circulation, January	8,566
Smallest monthly circulation, July	5,364
Largest daily circulation, January 31.....	601
Smallest daily circulation, December 16.....	110

The Library has been open 299 days during the year; during ten months it was open 12 hours daily, and during July and August it was open 11 hours daily, except on Saturdays, when it was open 12 hours.

The Library has been closed nine holidays and five days for cleaning.

I close this report with the conscientious feeling that all who are in the Library employ are endeavoring to perform their various duties to the best of their abilities, keeping in mind the interest of its patrons, and showing a genuine desire so to perform their work, that the Board of Education may feel a satisfaction in the management of the great and important trust which has been placed in their keeping.

Respectfully submitted,

THOS. M. HAWTHORNE,
Librarian.

July 15, 1903.

Report of Supervisor of Drawing.

Mr. James M. Crane, Superintendent of Schools,

Sir:—A report of the year's work in drawing, includes, first, a mention of the adoption of colored crayons for use in exercises in nature and object study in all the grades below the eighth.

Much of the first half-year work was done in color, the class at the discretion of the teacher using lead pencils in connection with the crayon. The pupils have shown a marked increase of interest in their work. In examining results, I have been mindful of any loss of appreciation of form, size and proportion of objects, owing to the color being made so prominent a feature of the study, and the conclusions arrived at are that the use of color is a valuable aid in the expression of ideas.

Principles have been carefully studied and in technique we are steadily improving.

From the eighth grade to the eleventh, inclusive, water colors are used.

The annual exhibit of the best specimens of pupils' work in all the grades, was made in the Academy Studio and the Assembly Hall, June 18 and 19. The drawings were highly commendable, and the paper bon-bon boxes made in the several grades were well executed.

A simple exercise in applied design in which each pupil of the 10th and 11th grades made an original drawing for the decoration of a pillow or table cover and worked it out on denim in water color painting or in outline embroidery was shown and proved a very attractive feature of the exhibit.

Miss Ruby Moores and Miss Rhea Lovejoy of the class of 1903 won the honors in drawing and each prepared a water-color sketch to leave in the Assembly Hall as a specimen of their skill.

The grade meetings for the seventy-eight teachers of the first to the eighth grades inclusive, were held on Thursdays from 3.30 to 5 p. m., and reached a total of thirty during the year.

From these meetings there were absent from the Washington

Street School, three teachers; from Grand Street School, three; from the South Street School, five; from the West Street School, two; and from the Liberty Street School, seven.

Lessons were given on the class exercises and consisted principally of teaching methods in handling the crayons and the water-colors.

Every teacher has herself done the drawing which she has required of the pupils, with very satisfactory results.

With the instructors all working with so much enthusiasm and the Superintendent and the Board of Education pursuing their liberal policy in furnishing supplies, the children of Newburgh are to be congratulated on their opportunities for advancement in the science of the beautiful.

Respectfully submitted,

IDA C. LE ROY,

Supervisor of Drawing.

October 29, 1903.



Report on Manual Training.

Newburgh, N. Y., Nov. 4th, 1903.

Mr. James M. Crane, Superintendent of Schools,

I herewith submit my annual report of the Manual Training School for the year ending June 25th, 1903.

The Manual Training School is organized as a branch of the City's Public Schools, its courses being superadded to those existing in the Academy and lower grades.

Its aim is to complement the usual disciplinary and information branches, by supplying carefully graded exercises throughout the school period, involving the use of the materials, tools, machines, apparatus and other appliances of several of the practical arts, for the purpose, first and fundamentally, of intellectual and moral education, and, second, of industrial training.

Two groups of pupils are provided for:

1st. Those who come up through the grades of the schools pursuing the course as prescribed, and not contemplating, as yet, any particular occupation in after life.

2d. Those who being of proper attainments in elementary education, desire within a comparatively brief period such fitting as will place them at advantage in a higher school of technology, or in entering upon the special training of a trade or other industrial occupation.

In operation the Academy and the manual training school constitute one institution. Studies are distributed and programs so made that each pupil, in regular course, may take one manual training exercise each week.

The work in the several grades is well advanced, and there seems to be no abatement of interest. The course of study has not been materially changed except as to details.

The annual exhibit of work done in the school was held in the manual training school at the end of the school year, and was largely

attended by the citizens, who were favorably impressed by the work done in the school.

The Manual Training Classes of 1903 numbered 230. They are divided as follows: First year, 82; second year, 73; third year, 48; fourth year, 27.

The following is a general synopsis of the different courses, which will be extended as time will allow:

FIRST YEAR—CARPENTRY AND JOINERY.

TWO HOURS PER WEEK.

First Series—Carpentry.

Care and use of tools, learning divisions of two foot rule, to measure accurately, judge relative sizes and distances by eye from blackboard, and learn name and uses of different tools.

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|----------|------------------------------------------------|
| Exercise | 1 . . . Planing. |
| " | 2 . . . Sawing and block planing. |
| " | 3 . . . Champfering. |
| " | 4 . . . Planing and rip sawing. |
| " | 5 . . . Halving. |
| " | 6 . . . Boring. |
| " | 7 . . . 8-in. square frame with halved joints. |
| " | 8 . . . Plain equilateral triangle. |
| " | 9 . . . Mitre box. |
| " | 10 . . . Mitred frames. |
| " | 11 . . . Gaining with chisel and gouges. |
| " | 12 . . . Review of planing and sawing. |
| " | 13 . . . Knife box. |

Second Series—Joinery.

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|----------|------------------------------------------|
| Exercise | 1 . . . Halved lap square joint. |
| " | 2 . . . Halved lap beveled joint. |
| " | 3 . . . Halved lap mitred corner joints. |
| " | 4 . . . Enlarging. |
| " | 5 . . . Halved dovetail, square. |

- Exercise 6....Halved dovetail, oblique.
 " 7....End dovetail, single.
 " 8....End dovetail, several tongues.
 " 9....Half blind, dovetail joint.
 " 10....Blind mortise.
 " 11....Trough mortise.
 " 12....Angular mortise.
 " 13....Brace mortise.
 " 14....Beveled splice.
 " 15....Straight splice.
 " 16....Application of above exercises in making a small panel door, knife box, foot stool or paper rack, tabouret, medicine chest or blacking box.

SECOND YEAR—CARVING AND TURNING.

TWO HOURS PER WEEK FOR FIVE MONTHS.

Carving—First Series—Engraving.

- Exercise 1....Grooving across grain with reiner.
 " 2....Grooving with grain with reiner.
 " 3....Carved grooves with reiner.
 " 4....Semi-circular grooves with reiner.
 " 5....Mechanical curves, with parting tool, ornamenting with two gouges.
 " 6....Diamond cross grooves 3.16 reiner center, panel ornamented with gouges.
 " 7....Free hand curves with reiner and gouges
 " 8....Tendril with buds and berries, with various gouges, drawn free hand.

Carving—Second Series—Relief Work.

- Exercise 1 . . . Plain Greek border, flat chisels and carvers' punches.
 " 2 . . . Interlaced Greek border.
 " 3 . . . Open basket work.
 " 4 . . . Conventional clover leaf, moulded.
 " 5 . . . Square panel, quodrofolium.
 " 6 . . . Square panel, maple leaf.
 " 7 . . . Square panel, oak leaf.
 " 8 . . . Adaptation of foregoing exercises in carving, sprays of vines, etc., on frames and other small pieces.

Turning—Center Work.

- Exercise 1 . . . Plain cylinder with gouges.
 " 2 . . . Plain cylinder with chisel.
 " 3 . . . Cylinder tapering both ways.
 " Canvace cylinder.
 " 5 . . . Double steeped cylinder.
 " 6 . . . V grooves.
 " 7 . . . Beads.
 " 8 . . . Hollows.
 " 9 . . . Beads, fillets and grooves.
 " 10 . . . Convex and concave grooves.
 " 11 . . . Round baluster, 1 3-4 inch.
 " 12 . . . Carver's mallet.
 " 13 . . . Fitting handle to hollow cylinder.

THIRD YEAR—TURNING AND MECHANICAL DRAWING.

TWO HOURS EACH PER WEEK FOR FIVE MONTHS.

Turning—Face Plate Work.

- Exercise 1 . . . Corner block.
 " 2 . . . Moulded cap for columns with recess.
 " 3 . . . Model of cone pulley, making and using chuck.
 " 4 . . . Octagonal ring.
 " 5 . . . Round ring.

- Exercise 6... Barrel, with cover fitted on.
 " 7... Goblet.
 " 8... Vase.
 " 9... Card receiver.

Mechanical Drawing.

- Exercise 1... Care and name of tools.
 " 2... Use of materials, drawing board, paper, T square, triangles, compasses, drawing pen, pencils, scroll scale, ink.
 " 3... Lettering in mechanical italic.
 " 4... Cubes.
 " 5... Triangular and Hexagonal Prisms.
 " 6... Projection of a square pyramid.
 " 7... Hollow cylinders.
 " 8... Tee pipe drawn to scale 6 in.—1 ft.
 " 9... Pulley, drawn to scale 3 in.—1 ft.
 " 10... Development of a cylinder.
 " 11... Development of a cone.
 " 12... Notes on working drawings; 1. Size of sheets; 2. Title index, etc.; 3. Sketches; 4. Laying out work; 5. Relation of views; 6. Sectioning; 7. Inking; 8. Dimensioning; 9. Tracing; 10. Blue Printing.

FOURTH YEAR.

TWO HOURS EACH PER WEEK.

Extension and application of previous work of the course, in designing, drawing and constructing a piece of cabinet work, to be entirely of student's design and made from full working drawings, and finished complete, including staining, varnishing and polishing.

Respectfully submitted,

ALEX. J. HUTCHISON.

Report of Sewing Teacher.

EMMA C. COLDEN.

To the Superintendent of Schools,

The number of pupils in the classes under my charge and the day on which they are taught, are as follows :

	6th Grade.	5th Grade.	4th Grade.
South St. School, Monday, Friday, a. m. . .	59	62	..
Liberty St. School, Tuesday	40	45	..
Grand St. School, Wednesday	38	44	..
Washington St. School, Thursday	25	47	14
West St. School, Friday, p. m.	17	24	..

The course in sewing is the same from year to year.

The third year, or fifth grade, learn first to make button-holes and sew on buttons ; second, to gather and put on bands in two different ways ; third, to set in a gusset ; fourth, to catch-stitch on flannel ; fifth, to set in a patch on striped or figured calico.

The fourth year, sixth grade, learn first to darn stockings ; second, to darn dress goods in three different darns.

The last half of the fourth year each pupil makes some simple under-garment.

Hem-stitching and feather-stitching are the only fancy stitches taught, but the time of each pupil is fully employed, and if the regular courses are finished each child has some practical knowledge of sewing.

Respectfully submitted,

EMMA C. COLDEN,

Teacher of Sewing.

Newburgh, N. Y., Nov. 19, 1903.

Report of Sewing Teacher.

AGNES TEMPLETON.

To the Superintendent of Public Schools,

I respectfully submit the following report of the sewing classes under my charge :

The regular course in sewing, as taught the girls in our schools, covers a period of four years, beginning with the third grade pupils and ending in the sixth grade.

The classes in the first two years, are the ones under my supervision, and are as follows :

Washington Street School—Four classes, viz: Two fourth grades, eighteen in the first and seventeen in the second; two third grades, twenty-four in the first and twenty-three in the second; making a total of eighty-one. The time given to these classes is Wednesday of each week.

Grand Street School—Five classes, viz: Three fourth grades, eighteen in the first, sixteen in the second, and seventeen in the third; two third grades, twenty in the first, and twenty-three in the second; making a total of ninety-four. The time given to these classes, is Monday, from ten-thirty, and Tuesday afternoon each week.

South Street School—Seven classes, viz: Three fourth grades, sixteen in the first, fifteen in the second, and sixteen in the third; four third grades, twenty in the first, eighteen in the second, fourteen in the third, and seventeen in the fourth; making a total of one hundred sixteen. The time given to these classes is Tuesday morning and Thursday each week.

Liberty Street School—Six classes, viz: Three fourth grades, seventeen in the first, fourteen in the second, and twelve in the third; three third grades, nineteen in the first, sixteen in the second, and eighteen in the third; making a total of ninety-six. The time given to these classes is Friday, and one hour Monday morning each week.

Total number of classes, twenty-two, and three hundred eighty-seven girls.

Each class receives one hour's instruction a week, with the exception of the third grades at Liberty and South Street Schools, these receive forty-five minute lessons.

Each pupil is given a blank book as soon as she has perfected a lesson and the model is fastened in the book, and a description of the work is written opposite.

These books are used for the whole sewing course, and when completed are the property of the pupils, and as a whole an earnest endeavor is made (on the part of the pupils) to have them present a neat appearance.

The first lessons are: How to measure the length of thread; to thread the needle, and hold it properly, and the position to sit in while sewing.

The work taught in the first year:

FIRST—THE RUNNING STITCH.

A design is drawn on a square of unbleached muslin by the teacher, and the pupil follows this with the running stitch, using red thread. The child's initials are then written on this same model and is also followed with the same stitch.

SECOND—A BASTING LESSON.

The child is taught to baste two pieces of unbleached muslin together with the even basting stitch, and the uneven basting stitch, the uses for each are explained, and the lines of basting must be straight. The child's eye being her guide in this work. White thread is used on this lesson.

THIRD.

Folding a narrow hem on colored paper.

FOURTH.

Folding a half-inch hem on colored paper and cutting out the square corner.

FIFTH.

Folding a half-inch hem on colored paper and cutting out the mitre corner.

SIXTH.

Cutting the true bias and a bias fold on colored paper.

SEVENTH.

Cutting two gores on colored paper and showing how they fit together to make the fell seam.

NOTE—These lessons on paper are very important, as the child must do all this same work the second year on muslin, and if she forgets, by referring to her book, the subject becomes clear to her mind again.

EIGHTH—OVERHANDING OR TOP SEWING.

In this lesson the child folds and bastes striped calico together (the stripes aid her to turn evenly) and sews it, using the overhanding stitch, white thread being used.

NINTH—OVERHANDING SELVEDGES.

Two selvedges of unbleached muslin are basted together, then overhanded, red thread being used.

This completes the first year's work.

SECOND YEAR'S WORK.

FIRST—HEMMING ON UNBLEACHED MUSLIN.

This first lesson in the second year is a very important one. Folding and basting a half-inch hem straight and learning to hem it neatly. This is done on unbleached muslin and red thread is used, so that the child can see just how each stitch is formed. Two rows of fine running stitches are also sewed on this same model.

SECOND—THE WHITE HEM.

Very narrow hems are folded and hemmed on two sides of an oblong piece of white muslin, then two hems an inch wide are basted carefully and hemmed nicely, white thread being used on the white muslin.

THIRD—SEWING A SEAM AND OVERCASTING.

A piece of unbleached muslin is basted with a straight line of basting, about a quarter of an inch from the edge, and with this basting for a guide, the seam stitch, also known as two runs and a back stitch, is sewed. The edges are then trimmed off and overcasted nicely, red thread being used.

FOURTH—FELLING ON UNBLEACHED MUSLIN.

The child takes a piece of unbleached muslin, folds and cuts two gores, bastes them together as taught and sews the seam with the seam stitch, then the seam is hemmed down evenly, making the felled seam. Red thread is used on this model.

FIFTH—THE WHITE FELL.

The child having learned the method of sewing the felled seam on the unbleached muslin, now makes the same thing on white muslin, sewing it with white thread.

SIXTH—STITCHING AND BACKSTITCHING.

Two rows of basting are run on a piece of unbleached muslin, about an inch apart. Then a row of stitching is sewed under the first line of basting, and under the second line a row of backstitching is sewed. The child thus learns these two kinds of sewing and can see the difference between them, and learn to distinguish one from the other.

This completes the lessons in the second year's work.

In regard to the past year's work would say that it has been a satisfactory one. The classes have done very good work.

I think better teaching could be given if it were possible to have a room in each school to which the classes could be sent, as is done at the Liberty Street School.

Respectfully submitted,

AGNES TEMPLETON,

Teacher of Sewing.

Newburgh, N. Y., Nov. 10th, 1903.



Report of Truant Officer.

James M. Crane, Superintendent of Public Schools,

Sir:—I submit for your consideration my report for the year ending June 30, 1903.

The year has brought some changes in the Compulsory Law, which I think will be of benefit to those that come under its provisions, and will also secure a better attendance in the schools.

The change in the requirement of one hundred and thirty days attendance at school previous to going to work, will keep quite a number in school longer, as they cannot work between twelve and fourteen years of age, as they formerly could.

The amendment to the law in regard to keeping truants two years instead of until the end of the term, will no doubt be of benefit, as they will not be so anxious at the latter part of the school term to go and see what a truant school is like, for they might have to stay there through the vacation and another year beside.

The enforcement of the law has been in compliance with its spirit, (instead of the letter), thereby proving to the people (like all other wise laws) its primary purpose was protection, not punishment; a protection of the children of the state in the enjoyment of a free education at the expense of the public.

The increase in attendance at our schools has kept pace with our increase in school census, as our schools are full to overflowing, notwithstanding a number of rooms have been added since last report.

During the year there have been twelve sent to the truant school, nine to Westchester Temporary Home, and three to the New York Catholic Protectory.

The sum of \$208 and a large quantity of clothing, contributed by the pupils of the different schools at Thanksgiving, was turned over to me for distribution to needy school children. About 150 children were helped in this way. The money was used to buy shoes and rubbers. There were 158 pairs of shoes and 23 pairs of rubbers bought.

The following is a summary of my work for the year :

Newburgh, N. Y., Oct. 29, 1903.

To the Board of Education,

Total number of visits made.....	1,420
Total number of cases investigated	1,241
Total number of cases re-investigated	179
Children kept at home by parents (temporary necessity)...	168
Children kept at home by parents (neglect).....	115
Children kept at home by sickness.....	337
Children kept at home by poverty	66
Children transferred from one school to another.....	72
Children withdrawn from school:	
Left the city	47
At work	79
Children found to be truants and returned to school.....	267
Children found to be truants and committed to Truant	
School by parents through officer.....	12
Children found to be non-attendants and placed in school..	54
Children found employed in compliance with Compulsory	
Act	29
Children found employed contrary to Compulsory Act and	
placed in school	11

Respectfully submitted,

C. B. GALATIAN,

Attendance Officer.

Report of Musical Director of Free Academy.

To the Superintendent of Public Schools,

The following is presented as the annual report of the Musical Director for the school year 1902-1903:

I have been at the morning assembly an average of more than four times each week, and, as usual, toward the close of the school year, devoted one school period in the morning to the practice of music for the Academic Commencement, and one period in the afternoon to prepare the Grammar pupils for their Commencement.

During the school year we have given five public receptions at the Academy, for Thanksgiving Day, Lincoln's Birthday, Washington's Birthday, Arbor Day and Flag Day. Three of these take the place of the afternoon school session. Lincoln's Birthday and Flag Day were held at the opening of the morning session.

At these entertainments the singing by the school has been accompanied by the Academy Orchestra, who have also rendered two or three instrumental selections at each reception.

The orchestra was very nearly up to the high standard of the previous year, and with the assistance of three members of former orchestras, accompanied the singing and rendered three selections at the Grammar School Commencement.

Instruction in vocal music to pupils intending to go to a Normal School, was given once a week, for fifteen minutes, at the end of the last period in the afternoon, for the full number of lessons required by the Normal Schools.

In this connection I may be permitted to say that our attendants at Normal Schools were not only able to pass exams in vocal music, but in the case of one Normal School, also took a leading part in the musical exercises.

A class for improvement in vocal music was held once a week during a considerable portion of the school year.

Respectfully submitted,

S. W. HOLDREDGE.

Newburgh Free Academy.

COMMENCEMENT EXERCISES, 1903,

AT THE ACADEMY OF MUSIC,

Wednesday Evening, June 24th, at 8 o'clock.

"WORK AND WIN."

ORDER OF EXERCISES.

Overture—"Etelka"—Bergen	Orchestra
Prayer	Rev. J. Searle
March—"Harvard Boola"—Moscow	Orchestra
Singing	Class
Salutatory	Geoffrey Q. Smith
Recitation—"The Singing Leaves"	Florence Vredenburg
Music—Waltz, "Evening Star"—T. Moses Tobani	Orchestra
Recitation—"Mr. Winkle Puts on Skates"	Leo DuBois
Essay—"Music"	Gertrude Reilly
Violin Solo—Prayer and Air from "Der Freischutz"—Weber,	
	Alexander Galbraith
Recitation—"The Interview"	Benjamin Knowlden
Essay—"The Key Flower"	Anna Wells
Clarinet Solo—Fantasia—Hartmann	Walter Collins
Recitation—"The Ballad of Sweet P"	Rhea Lovejoy
Recitation—"The Honor of the Woods"	Winton S. Fletcher
Overture—Medley—L. O. deWitt	Orchestra
Recitation—"The Annexation of Cuby"	Myrtle DuBois
Flower Song—"Coeurs et Fleurs"—Tobani	Orchestra
Declamation—Extract from McKinley's Last Speech ..	Chas. Johnson
Class Song—	
Valedictory	Millicent A. Scott

Address to Graduates.....Rev. John Huske
 Conferring of Diplomas...Sam'l E. Shipp, Pres. Board of Education
 MarchOrchestra

Class Honors.

VALEDICTORYMillicent A. Scott
 SALUTATORYGeoffrey Q. Smith
 CLASSICALGeoffrey Q. Smith
 LATIN SCIENTIFICFlorence B. Vredenburg
 SCIENTIFICMillicent A. Scott
 ENGLISHBenjamin W. Knowlden
 DRAWINGRuby F. Moores, Rhea M. Lovejoy

Graduates.

CLASSICAL.

Bennett, David Ver Noody
Johnson, Charles Brooks

Smith, Geoffrey Quackenbush
Whitehill, Arthur Murray

LATIN SCIENTIFIC.

Allison, Catherine DePuy
Cromwell, Mabel Darlington
DuBois, Leo Charles
Harper, Abner M.

Jova, John Auguste
McGiffert, Jennie
Seaman, May Gertrude
Stern, Maude
Vredenburg, Florence Baxter

SCIENTIFIC.

McCoord, May Irene
Monell, Bessie Janet
Reilly, Agnes Gertrude

Scott, Millicent Amelia
Stewart, Margaret
Wells, Anna Frances

ENGLISH.

Benedict, Ethel May
Brooks, Nellie
Covert, Helen Denniston
Caldwell, Daniel Weir
Callwell, William John, jr.
Collins, Walter Dannat
Denton, Ninita
Doyle, Ethel
DuBois, Myrtle Wheeler
Fletcher, Winton Searle
Fisher, William
Galbraith, Alexander
Gillespie, James Linton
Hewett, Gertrude

Hollenbeck, Cora
Jones, Mary Louise
Keenan, William Aloysius
Knowlden, Benjamin Walter
Lovejoy, Rhea Myrtle
MacIntosh, Agnes Evelyn
Moores, Ruby Frances
Merritt, Charles Edward
Mitchell, Warren Rose
Seeger, John Albert
Senior, George Doughty
Van Buren, Edith
Watts, Jessie Sinclair

Class Song.

Words by A. F. Wells.

Music by W. D. Collins.

"Work and Win," this motto we shall take,
As through life we struggle bravely on,
Tho' the way be dark, we'll not forsake
This true guide which helped in days now gone.
In the past we have its wisdom proved,
As we day by day our work have done,
Now we see the grand result still crude,
We have worked and thus far we have won.

Twelve years were our lots together cast,
We are bound by ties most firm and true,
Tho' our school-days are forever past,
For our school, our love we will renew ;
Years may glide and fortunes rise and fall,
Tho' in paths far distant we are seen,
Mem'ry will these happy days recall,
We'll be loyal to the gold and green.

Address to Academy Graduates.

BY REV. JOHN HUSKE.

My dear young friends :—I am very glad to have the opportunity of offering you a few words of advice on this, the eve of your graduation from the Academy. I am glad in the first place to put myself in touch with the educational interests of the community in which I live. In the second place, I desire particularly to be in touch with the young men and the young women of the city. To me there is something fascinating in youth. There is an inexpressible charm about it. To the young, life is full of joyful anticipation, full of expectancy, full of fair and lovely visions. Youth stands on tip-toe and looks over the fences of time into the broad and glorious fields of the future. And so my first word of advice to you is: Keep young; keep the freshness and purity of youth; carry about with you that spirit of youthful cheeriness which shall make you a benediction to any society into which you may enter. Keep youthful innocence—that trust in God and faith in goodness which alone shall make you happy and useful. The celebrated Ponce de Leon sought a fountain by the drinking of whose waters he might enjoy perpetual youth. He looked for this great gift in some purely external thing. He failed in his quest. If you would find perpetual youth you will find it only in yourselves—by making yourselves springs of living waters of grace and beauty and truth and good will to your fellow men. Thus you shall be partakers of that thing which alone never grows old in this world, even the beautiful and blessed spirit of love.

You will pardon me, I am sure, if I take the liberty of dividing you into two natural classes this evening, that of young women and young men, and of addressing to you separately that kind of advice which seems appropriate to each. I know that there is a spirit abroad in the land to-day which has a tendency to identify the two sexes more and more closely. But you can not convert a woman into a man by putting her into bloomers, or making her ride a horse astride, or by placing a cigarette in her mouth, or by making her the leader of a brass band. The difference between the sexes is essential, and I say to you, young women, the more essential you make it, the happier and the more useful you will be. The more truly you remain women, the more admirably you will charm men and the more good you will do in life. Your natural sphere is the noblest in the world; do not try to change it; only magnify and beautify and

adorn it. It is within your power to make it shine as with a light caught from heaven. Now then, the noblest characteristic which can distinguish a woman is beauty. I do not even make light in this connection of beauty of person, though that is trivial and scarcely worthy of mentioning in comparison with that kind of beauty of which I am about to speak; that beauty which you are to seek as above all other things; that beauty, which like wisdom, is better than rubies—even beauty of character. Mere physical beauty, comeliness of face and form, wonderfully attractive as it is and playing as it has done and as it always will do, a marvelous part in the history of the human race, that kind of beauty may well be called only skin deep, but this other beauty is as deep as the very springs of our being. It sounds the depths of human excellence. It means, in the first place, all the mental cultivation of which you are capable. I am not of the number of those who think it is possible for women to know too much for their own good, or for the good of the world. The whole broad and blessed and generous field of learning lies before you. It is a beautiful pasture in which you can not overfeed yourselves. Liberal mental culture will only strengthen your character. Given good principles you need never fear too much book-learning. But you must not study away your heart. Do not let any learning come in between you and devoted love of humanity. The head and the heart must, to say the least, be evenly balanced if you would have that beauty of character for which I would have you strive. Head work will make you wise, and heart work will make you kind, and in wisdom and kindness you will fulfill the end of your being. Very many of the greatest and most successful men in life have upon occasions ascribed their success to the influence and guidance of their wives or mothers, and no woman can ever guide a man aright unless she have these two things—wisdom and kindness—the head power and the heart power.

So then, my dear young ladies, set before yourselves as the best and most blessed thing in life, beauty of character, that wisdom of head, that kindness of heart which shall make you walk the earth as queens; that pure womanly goodness which shall make you a benediction to your day and generation.

As beauty is the great characteristic of woman, so strength is the peculiar characteristic of man. Young gentlemen, look for strength in life. But just as there is a kind of beauty which is to be mentioned only to be passed over, so there is a kind of strength to be taken little note of here. St. Paul says: "Bodily exercise profiteth little," but one would be taken as an arrant heretic who should preach that doctrine to the young men of our day. This is an age in which football is king in all male schools and colleges, and I am not one of those

who would under estimate the value of sports and manly exercise, and yet I dare to say, even at the risk of being called a heretic, that there are better things than these.

There is a strength better than that of mere physical prowess, and that is strength of character, and it is that strength which alone makes men great and it is that strength for which I wish you young men to strive above everything else. Take it with you if you go to college. Take it into business. Take it into professional life. It is needed everywhere and everywhere it is beautiful. It is a clear purpose to stand up for whatever is right and noble and true. It marks a man who is ready to take off his coat and roll up his sleeves and pound the bully, who, whether physically or commercially or professionally, rides rough-shod over his weaker brethren. We need men of that kind to-day, and I pray God that He may make you young men of the number. The motto of this kind is: "Do right and fear not." If you would have that sort of strength you must be workers. You must cultivate the muscles of your mental, moral and spiritual being. You must realize the power of this phrase: "His strength is as the strength of ten, because his heart is pure."

I do not see how you young gentlemen could ask a better portion as you go from the Academy to the college, or to business, or to mechanical work, than to cast in your lot with those who have made the world good and great through this one mighty power—strength of character.

The world offers you a fair field for your talents, whether of head or of heart. The best that you have is not too good to give to the service of your fellow men. Remember that learning is not only a tool which will aid you in shaping your earthly fortunes, but is also an acquirement which will go with you into eternity. Therefore, seek constantly to broaden the scope of your intellectual life. In going from the Academy into college or business or professional avocations you are not entering on a new life; you are only carrying your old school life into a new sphere. You need look for no sudden transformation, you will get nothing worth having save by dint of study and application and hard labor. According to the motto of your class, if you would win you must work. The principles which you have learned in school you must apply in the larger ranges of study and work upon which you are entering. Like Hercules, you may be called on to cleanse Augean stables of moral, social and political corruption, but like Hercules, you will succeed in your task if you have the spirit of Hercules, even that fine moral strength of which I was speaking just now—strength of character.

You will look for success, but remember that success consists not in what you get out of life, but of what you throw into it of your own

best parts, and of what good you shall accomplish in the world. Try to do all the good you can and measure your success by the results which God shall give you. Thus you shall manifest to your fellow-men the value of the training which you have received in your own home school here in Newburgh.

And now, my dear friends, I bid you all God-speed. May you, young men, in the language of the Psalmist, "Grow up as plants in the Lord's house in *strength* of character," and you, young women, be as the polished corners of the temple in *beauty* of character, each living for others, all living for God.



Grammar Schools.

COMMENCEMENT EXERCISES, 1903.

AT THE ACADEMY OF MUSIC,

Wednesday Afternoon, June 24th, at 2 o'clock.

PROGRAMME.

Music—"Aide-de-Camp March"—Lesser.....Academy Orchestra
 Singing—"The Mountains".....Class
 Recitation—"Our National Emblem".....William Campbell
 Recitation—"Hoing and Praying".....Anna Warwick
 Two Part Song—"Bonnie Hills of Heather"....Twenty-eight Girls
 Reading—"Chickens".....Margaret K. Stewart
 Recitation—"Papa and the Boy".....Florence Taylor
 Music—"Intermezzo Salambo".....Academy Orchestra
 Reading—"Chiquita".....J. Thomas J. Sheehan
 Music—Violin and Piano.....Chauncey Dutcher, Bertha Wood
 Recitation—"The Deacon's Complaint".....Bell Herman
 Singing—"London Bridge".....Class
 Recitation—"The Old Spelling Class".....Catherine Lynch
 Recitation—"A Boy's Conclusion".....Frederick Smith
 Song—"Vacation Song".....Five Boys
 Recitation—"Rover in Church".....Jessica L. Peirson
 Recitation—"Labor is Worship".....Edgar S. Barnes
 Music—"Lovers' Lane Waltzes"—Ascher.....Academy Orchestra
 Recitation—"The School Ma'am's Courting"....Martha McKeown
 Recitation—"The Party".....Roxanna Winters
 Singing—"Rubinstein's Melody".....Class
 Address.....Rev. T. H. Baragwanath

Distribution of Certificates of Graduation.

Graduates.

Anderson, Alfreda M.
Barnes, Edgar S.
Barratt, Ethel M.
Barton, Maude M.
Baxter, Gertrude
Bennett, Annie C.
Berry, William H.
Bradley, Ada
Brown, Robert C.
Brown, Otto C.
Brumm, Fred A.
Brundage, Helen B.
Buchanan, Bessie
Burton, Lena Adele
Campbell, Jennie
Campbell, William
Clark, Kathryn L.
Coffee, Annie
Cooney, Albert J.
Courtney, Gregg
Cunningham, Athena
Cunningham, Samuel
Curlew, Sarah
Denman, Mary Emma
DeWitt, Eva J.
DuBois, Marjorie
Dutcher, Chauncey M.
Eggleston, Walter J.
Elmer, Marguerite
Finnen, George
Fox, Abram
Freeze, Katherine
Gallagher, Nan E.
Gearn, George R.
Green, Charles A.
Griggs, Elsie M.
Griggs, Elsworth
Grusky, Edith
Guy, Blanche M.

Harvey, Bertha M.
Hamill, Florence B.
Hamilton, William
Hasbrouck, Everett
Herman, Bell
Hoffman, Max
Hyatt, William E.
Ives, Pearl E.
Jenkinson, Raymond
Joy, Rose Mary
Kilpatrick, Jay E.
Kissam, Maria E.
Koubek, Adonia
Leffert, Maud L.
Lynch, Catherine
Lynch, Francis E.
Many, Edward B.
Marshall, Anita R.
Marvin, William A. jr.
Matuszewski, Anna
Matuszewski, William I.
Meakim, Margaret A.
McConnell, Clara P.
McCollum, Margaret H.
McGregor, Albert L.
McLean, Rossiter
McKeown, Martha S.
Merritt, Eleanor H.
Meyers, Melvina
Mills, Florence M.
Millsbaugh, Herbert G.
Moores, Harry
Moores, Warren B.
Nugent, David R.
Oakley, Maude R.
Offenburg, Fannie H.
Olson, Harry E.
Ostrander, Floyd M.
Peirson, Jessica L.

Penney, Ruth B.
Quinlan, Frances
Riker, Adele
Robinson, John L.
Robinson, Mary
Ross, Cleland C.
Sands, Stanley G.
Schoonmaker, Ira E.
Schultz, Neita C.
Shaw, Christina
Shaw, Elsa C.
Shay, Tillie M.
Sheehan, J. Thomas J.
Smith, Fred William
Smith, Frederick
Smith, Walter M.
Snyder, Jennie F.
Sobel, Moses
Stewart, Margaret K.
Stott, Bertha M.

Sylcox, Fred C.
Taggart, Nellie
Taylor, Florence
Templeton, William A.
Todd, E. Ethel
Trott, Clara H.
Underhill, Ruby
Upright, Bessie
Van Duser, Jennie A.
Ward, Kathryn D.
Warwick, Anna M.
Waring, Griggs
Weaver, George G.
White, Hazel I.
White, Thomas
Wilkes, Clara L.
Winters, Roxanna
Wright, Edna M.
Wood, Bertha E.



Address to Grammar School Graduates.

BY REV. MR. BARAGWANATH.

Mr. President, Ladies and Gentlemen, and members of the graduating class of 1903: We are gathered here this afternoon that we might pay a tribute to the greatest of all our national institutions, our public schools; that we might make grateful recognition of the patient, faithful and splendid services rendered by the large corps of teachers, whose year of toil is about to close; and also that we might congratulate the large class of young people graduating from the Grammar Schools of our city. This great country of ours has forged ahead with marvellous rapidity until it stands foremost in the ranks of the nations of the world. To-day we feed multitudes beside the seventy millions constituting our vast population, while it is an admitted fact that we stand first in manufacturing the best and largest lines of useful articles. Our wares are sought in many countries, especially our machinery, and our "Yankee skill" is recognized the wide world over.

Very recently commissions from lands across the seas have visited our shores; they have gone through our workshops and factories, talked freely with the great army of wage-earners and with some of the "captains of industry," and have examined into our large commercial enterprises. These men have paid the most glowing and well-deserved compliments to the skill and initiative of our workmen. Now, what think you is at the base of our national greatness, prosperity and progress? Our country is making such enormous strides forward largely because here education is universal.

A short time since I was writing to a friend of mine in England, a member of the British Parliament, concerning the much-discussed Education Bill, which seemed to multitudes there and here a step in the wrong direction. In that letter I took occasion to boast—I confess with great pride—that in the public schools of the city where I have my home our boys and girls may be fitted for college, and that we are not bothered with any of the sectarian troubles which they have had and are likely to have in the near future. As an adopted American I am exceedingly proud of our public schools.

There are to-day more than fifteen millions of pupils in our schools, and when I think of these large numbers I have no great fear of "race suicide" just at present. Consider this vast army of youth-

ful students, and then think of the enormous sums which are paid out yearly for their education! But it is this that produces our national solidarity, prosperity and progress. There is no investment which we as a people make yielding such large returns.

We are certainly living in a great and wonderful age. How much it means to be a boy or girl in the earlier years of the new century! Then, we are living in a great and glorious country and under a flag which means freedom and safety—in a land of free schools.

Our debt to our schools and their teachers is very great. These latter, who are patiently developing brain, fitting our youth for the responsibilities of citizenship and of life, building up the State, are of far more value than army or navy; but they are not fully appreciated for the services which they render. Did it ever occur to you that men who simply train horses for races are paid fabulous sums of money, while too often we begrudge a fair compensation for those who train our boys and girls for life's stern battles? Their compensation must be, largely, in knowing the kind of work they do, that they are training the mind and soul of the rising generation.

How full of interest, as well as mystery, is the development of the great oak of the forest from the tiny acorn that fell from the parent stem. It is of more interest to me than the building of Westminster Abbey or the Capitol at Washington. But of deepest interest is the expansion of the child into the man or woman. What delicate and important growths are entrusted to the care of the teachers. I think our presence here is some indication of our interest in these marvellous developments.

Gen. Custer was riding one day over the plains at the head of a long detachment of men when he suddenly made a change of direction at the head of the column. As his men reached the spot they rode off to the right, rank after rank, as if smitten out of their course by an invisible hand. The curiosity of the soldiers was thoroughly aroused, and as they approached the point they looked carefully to see what it was that made the change, and they found a bird's nest full of tiny eggs. It was the one bit of life and possibility amid the great wastes. So we would not trample, but would piously foster these delicate growths.

Now a word to the graduates. It is a great thing to be starting out into life to-day in this land, in this lovely city on the banks of the historic Hudson, and from our public schools. I knew a boy who, when he learned that he was coming to this city, had a great fear in his heart that the schools here would not be up to the required standard, but now I note with pleasure that he seems quite satisfied with the educational facilities which this city affords.

I congratulate you on the work which you have done, that you

have passed successfully the tests which have been made. Now how can you add to what you have received, or shall yet receive? My young friends, self-mastery never comes by nature or by chance, but only as the result of self-culture. As you stand where you do to-day and look out into the uncertain future you have your dreams as to what it will bring you. I would not give much for boy or girl who had no day-dreams, who never indulged in castle-building. Some of you dream that you will be rich in a very large way, or successful in business, or perhaps reach the giddy heights of fame in art or science or scholarship. I want to tell you that to be great is not to be rich, as the world understands it, but it is to be strong; that to be really successful in life is not to acquire, but to bestow; that failure is not in missing the goal but in mistaking the path.

You have done your work well, or you would not be here. The secret of success is work—hard work. I am a great believer in the gospel of work, that all honest toil is ennobling. "Get leave to work in this world, 'tis the best you can get at all, for God in cursing gives better gifts than men in benediction." Nothing worthy can be accomplished without plenty of hard work—this work is for you whether you pass up into other schools or out into the world of toil.

While I tender you my personal congratulations, voicing the sentiments of this large concourse, let me leave with you the earnest words of one who was himself a wise and zealous worker :

" Be strong !

We are not here to play, to dream, to drift.

We have hard work to do, and loads to lift.

'Shun not the struggle ; face it, 'tis God's gift."

Roll of Honor.

The following named scholars have been neither absent nor tardy during the school year ending June 30th, 1903 :

NEWBURGH FREE ACADEMY.

Academic Department.

Ethel Doyle.	Anna Ward.
Myrtle DuBols.	Charles Johnston.
Florence Vredenburg.	James Gillespie.
May Marsden.	Joseph Cohen.
Christina Boyd.	Harry Jamison.
Fannie Kenney.	Harry Smith (2 years).
Mabel Walsh.	Theodore Wygant (2 years).
Mae Monroe.	Charles Halble.
Helen Wells.	Robert McLernon.
Mabel Pickens.	George Moores.
Mabel Bayne.	Grover Connolly.
Florence Gale.	Wanda Perkins.
Eva Phillips.	Charles B. Gleason.
Mabel Rosa.	William Courtney.
Blanch Walsh.	Raymond Rose.
Sadie White (2 years).	Adele Randall.
Rachel Hirschcoff.	Mamie Brown.
Viana Kilmer.	May Wisner.
Marrietta Odell.	

Grammar Department.

Florence Mills.	George Camp.
Bertha Stott.	Robert Brown.
Helen Brundage.	William Campbell.
Melvina Meyers.	Charles Kernahan.
Jennie Snyder.	Rossiter McLean.
Clara Wilkes.	Cleland Ross.
Gertrude Baxter.	Dayton Greatsinger.
Fred Smith.	Frederick Smith.
Samuel Wilkinson.	

WILLIAM H. DOTY, Principal.

WASHINGTON STREET SCHOOL.

Bertha Wood.
Ethel Todd.
Florence Hamill,
Elsie Griggs.
Albert McGregor.
Walter Eggleston.
Albert Cooney.
Ellsworth Griggs.
William Matuszewski.
Emily Branfoot.
Emma Hedges.
Marion Hedges.
Anna Hunt.
Violet Solomon.
Lulu Turner.
Theron Smith.
James Cathcart.
Anna Young.
Mary Greer.
Hattie Lockwood.
Albert Selke.
Samuel Todd.
William Simpson.
Elizabeth Graham.
Ethelyn Sloan.
Sarah Lamonte.
Robert McWilliams.
Lucy Brewer.
Maud Groth.
Emily Johnson.
Ruth Lee.
Phebe Young.
William Brown.
Marshall Cliff.
George Courtney.
Harry Hyatt.

Carrie Battiger.
Margaret Duff.
Mary McCracken.
Edward Hunt.
Margaret Simpson.
William Hellstern.
John Matuszewski.
Robert Simpson.
Henry Chaloupha.
Agnes Seymour.
Sadie Wood.
Anna McQuiston.
Stewart McCollum.
Clarence Hedges.
John Hunter.
Earl Hyatt.
Harry McCurry.
Daniel Brewer.
Ethel Hedges.
Barbara Battiger.
Rose Farena.
James Bausch.
Robert Hellstern.
Charles Bates.
Fred Michaels.
William Kernochan.
Jacob Denike.
Tony Farina.
William McCracken.
Samuel Caulfield.
Margaret Harrison.
May Haley.
James Ryan.
Richard Frees.
Stella Brown.
Joseph Ryan.

W. H. KELLY, Principal.

GRAND STREET SCHOOL.

Cortland Brundage.
Wilson Bright.
Harry Baxter.
Edgar Barnes.
Otto Brown.
Lena W. Bickel.
Della Burton.
Jessie Barnes.
Annie Brundage.
Joseph Cornish.
John Campbell.
Edward Carpenter.
Charles Eutmeyer.
Ruth Ennis.
John Everitt.
William Fairchild.
Edward Fitzpatrick.
Joseph Fitzpatrick.
Mary Fitzpatrick.
Jennie Farrenkopf.
Charles Grey.
May Hardenberg.
Viola Hawks.
Harold Hawks.
Harry Kline.
Harry Kinnicutt.
Edith Lawson.

Ethel Lawson.
William Marvin.
William McLaughlin.
Annie Meyers.
Lillian Mackay.
Stanton Nichols.
William Northrup.
Floyd Ostrander.
Herbert Paffendorf.
Elsie Paffendorf.
Anna Quillan.
Francis Ryan.
Florence Relyea.
Oliver Smith.
Frank Sheely.
William Templeton.
John Thompson.
Frank Tuthill.
Pauline Thayer.
Harry Van Scoy.
Elberon Van Scoy.
Edna Wright.
Rita White.
Clayton Weed.
Frederick Yeese.
Emil Hollberg.

CHAS. E. SNYDER, Principal.

SOUTH STREET SCHOOL.

Blanche Johnson.
George Knapp.
Charles Stratton.
Maggie Stratton.
Cuthbert Peck.
Fred Irwin.
William Miller.
John Dougherty.
Adelaide Bates.
Edsall Drury.
David Ward.
Gerow Wilkin.

Raymond Greenwood.
Warren Bayne.
Frank Greenwood.
Somerville Johnston.
Francis Kelly.
May Brown.
Mary Gerhardt.
William Irving.
Mabel Smith.
Alice O'Donnell.
Lily Wakeman.
William Kilgour.

Leighton Brundage.
Ada Allen.
Anna Finn.
Harrison Comfort.
Helen Leopold.
Eva Coursey.

Arthur Allen.
Arthur Dickerson.
James Ward.
Florence Bayne.
Dorothy Bates.
Leroy Robinson.

MYRON H. DUSINBURY, Principal.

WEST STREET SCHOOL.

Samuel R. Dunlap.
T. Geo. Caldwell.
Agnes Caldwell.
Jessie Evans.
Lillian Halstead.
Rose Wakeman.
Fred Mellor.

Rose Herrmann.
Hildred Vail.
Alice Lupton.
Frank Bell.
Margaret Dunlap.
Ernest Whitaker.

AGNES C. MILLER, Principal.

LIBERTY STREET SCHOOL.

Sarah Marvel.
Edward Tompkins.
Marion McCann.
Anna O'Brien.
Viola Poole.
George Mullen.
Alfred Johansen.
Joseph Harnden.
Luelia Campbell.
Anna McKeown.
James Wands.
William Mullen.
Elizabeth Simpson.
Harriet Jamison.
Alfred Boyle.
Bessie Groves.
Harold Gutcheus.
Frank Cannon.
Claude Templeton.
Geogre Hayes.
Walter Esrich.
Mildred Ryan.
Marion Blodgett.

Charlotte Ackert.
Edna Stener.
Julia Linehart.
Lillian Bower.
Fred Masten.
Emma Ryan.
John Moran.
Henrietta Simpson.
Ethel Halstead.
John Kohler.
Henry Gardner.
Joseph Gillespie.
Minnie Douds.
Bertha Stener.
Archibald Laurell.
Helen Templeton.
Ward Relyea.
Frank Brown.
James Doud.
Harry Olsen.
Gertrude Holler.
Lizzie Sturer.

GEORGE E. ATWOOD, Principal.

Officers of the Alumni Association, Newburgh Free Academy.

President Emeritus	John W. Doughty
President	William H. Hyndman
First Vice-President	LeGrand W. Pellett
Second Vice-President	James W. Fowler
Third Vice-President	Mrs. Augustus Senior
Fourth Vice-President	Mrs. George H. Merritt
Fifth Vice-President	N. Deyo Belknap
Recording Secretary	Mrs. George E. Trimble
Corresponding Secretary	William J. Wygant
Treasurer	Hiram Lozier

EXECUTIVE COMMITTEE.

Dr. John Deyo, '73, Chairman.

Frank W. Tompkins, '85,	Miss R. Bell Chapman, '81,
Charles W. U. Sneed, '98,	Miss Mabel T. Leeper, '00,
Alex. W. Coleman, '98,	Miss Jessie Holland, '99,
Peter Cantline, '00,	Mrs. Nathan S. Taylor, '74,
Miss Agnes Templeton, '78.	

Course of Study.

PRIMARY DEPARTMENT.

FIRST YEAR.

Number Work	Combinations, through No. 10.
Reading	Ward's Phonograms.
Reading	Ward's Primer.
Reading	Ward's First Reader, commenced.
Physiology	Oral, 30 lessons, Pathfinder, No. 1.
Writing	Smith's Primer.
Drawing	Prang's Elementary Art Course, 2-3 hour per week.

SECOND YEAR.

Arithmetic	Read and write numbers to 1,000. Combinations to 25, addition and subtraction tables completed. Fractions in and including tenths, numerator one, original concrete work.
Writing	Smith's Short Course, Books I and II.
Drawing	Prang's Elementary Art Course, 1 1-2 hours per week.
Reading	Ward's First Reader completed.
Reading	Baldwin's First Reader.
Reading	Ward's Second Reader.
Physiology	Oral, 30 lessons, Pathfinder No. 1.
Spelling	Drill from reading lessons.

THIRD YEAR.

Arithmetic	Atwood's complete graded Arithmetic. Grade III.
Writing	Smith's Short Course, Books III, and IV.

Spelling	Harrington's Speller, Part I, pages 21 to 36.
Drawing	Prang's Elementary Art Course, 1 1-3 hours per week.
Reading	Baldwin's Second Reader.
Reading	Ward's Third Reader.
Physiology	First Half Child's Book of Health, (Blaisdell) Oral, 30 lessons.

FOURTH YEAR.

Arithmetic	Atwood's Complete Graded Arith- metic. Grade IV.
Writing	Smith's Intermedial Course, Books 5 and 6.
Spelling	Harrington's Speller, Part I, pages 37 to 56.
Geography	Natural Elementary to page 65.
Language Lessons	Hyde's Practical Lessons in Eng- lish, Part I.
Drawing	Prang's Elementary Art Course, Books 1 and 2, 1 1-2 hours per week.
Reading	Baldwin's Third Reader.
Physiology	First Half of Pathfinder, No. 2.

FIFTH YEAR.

Arithmetic	Milne's Elements, pages 138 to 205.
Intellectual Arithmetic.....	Colburn, for drill.
Writing	Smith's Regular Course, Books 3 and 4.
Spelling	Harrington's Speller, Part I, pages 56 to 78.
Geography	Natural Elementary, completed.
Language Lessons....	Hyde's Practical Lessons in Eng- lish, Part II.

Drawing	Prang's Elementary Art Course, Books 3 and 4, 1 1-2 hours per week.
Reading	Baldwin's Fourth Reader.
Physiology	Pathfinder No. 2, completed.
Supplementary Reading in all grades.	
Music in 4th and 5th year, one hour per week—National Second Music Reader.	

GRAMMAR DEPARTMENT.

SIXTH YEAR.

Arithmetic	Milne's Standard, pages 99 to 183.
Intellectual Arithmetic.....	Colburn, for drill.
Writing	Smith's Regular Course, Books 5 and 6.
Spelling	Harrington's Speller, Part II, pages 1 to 31.
Geography	Natural Advanced to page 93.
Grammar	Reed & Kellogg's Graded Lessons in English to lesson 48.
Drawing	Prang's Elementary Art Course, Books 5 and 6, 1 1-2 hours per week.
Reading.	
Physiology	First Half How to Keep Well, (Blaisdell).

SEVENTH YEAR.

Arithmetic	Milne's Standard, from pages 183 to 251.
Intellectual Arithmetic.....	Colburn, for drill.
Writing	Smith's Regular Course, book 7.
Spelling	Harrington's Speller, Part II, pages 32 to 60.

History	Montgomery's United States to page 191.
Geography	Natural advanced, complete the book.
Grammar	Reed & Kellogg's Graded Lessons in English, lessons 48 to 82 inclusive.
Drawing	Prang's Elementary Art Course, Books 7 and 8, 1 1-2 hours per week.
Reading	
Physiology	How to Keep Well, complete. (Blaisdell).

EIGHTH YEAR.

Arithmetic	Milne's Standard, completed.
Intellectual Arithmetic	Colburn's, for drill.
Writing	Smith's Regular Course, book 8.
Spelling	Harrington's Speller, Part II, completed.
Bookkeeping	Montgomery's Bookkeeping, single entry.
History	Montgomery's United States and the Constitution of the United States, complete.
Grammar	Graded Lessons in English, complete. Higher Lessons in English.
Grammar	Composition special.
Drawing	Prang's Elementary Art Course, Books 9 and 10, 2 hours per week.
Physiology	Our Wonderful Bodies, (Hutchinson).

Music in all grades one hour per week—National Second Music Reader.

Course of Study.

ACADEMIC DEPARTMENT.

ENGLISH COURSE.

NINTH YEAR.

First Term.

Physical Geography,
Algebra,
Advanced Grammar,
American Literature,
Physiology.

Second Term.

Botany,
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

Double Entry Bookkeeping or
Grecian History,
Algebra,
Physics,
Rhetoric and Literature,

Second Term.

Civics,
Advanced Arithmetic,
Physics,
Rhetoric and Literature,

ELEVENTH YEAR.

First Term.

English Literature,
English History,
Geometry,
Chemistry,

Second Term.

English Literature,
Advanced U. S. History,
Geometry,
Chemistry.

Manual training and drawing (Prang System) each one-half day
a week.

SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

Physical Geography,
Algebra,
Advanced Grammar,
American Literature,
Physiology,

Second Term

Botany
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

Double Entry Bookkeeping,
Physics,
Algebra,
Rhetoric and Literature,

Second Term.

Civics,
Physics,
Algebra,
Rhetoric and Literature

ELEVENTH YEAR.

First Term.

French or German,
English History,
Geometry,
Chemistry,
English Literature,

Second Term.

French or German,
Advanced U. S. History,
Geometry,
Chemistry,
English Literature.

TWELFTH YEAR.

First Term.

French or German,
Astronomy,
Grecian History,
Solid Geometry or U. S. History,
English—College Preparatory,

Second Term.

French or German,
Geology,
Advanced Algebra or Zoology,
Roman History,
English—College Preparatory.

Manual Training and Drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

LATIN-SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

Physiology,
First year Latin,
Algebra,
Advanced Grammar,
American Literature,

Second Term.

First year Latin,
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

Physics,
Algebra,
Caesar and Latin Prose,
Rhetoric and Literature.

Second Term.

Physics,
Algebra,
Caesar and Latin Prose,
Rhetoric and Literature or Civics

ELEVENTH YEAR.

First Term.

Cicero and Latin Prose,
Geometry,
French or German,
English Literature.

Second Term.

Cicero and Latin Prose,
Geometry,
French or German,
English Literature.

TWELFTH YEAR.

First Term.

Virgil and Latin Prose,
Grecian History,
French or German,
Solid Geometry or U. S. History,
English—College Preparatory,

Second Term.

Virgil and Latin Prose,
Advanced Algebra or Zoology,
French or German,
Roman History.
English—College Preparatory.

Manual Training and Drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

CLASSICAL COURSE.

NINTH YEAR.

First Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature,
Physiology.

Second Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature,

TENTH YEAR.

First Term.

First year Greek,
Rhetoric and Literature,
Caesar and Latin Prose,
Algebra,

Second Term.

First year Greek,
Rhetoric and Literature,
Caesar and Latin Prose,
Algebra.

ELEVENTH YEAR.

First Term.

Cicero and Latin Prose,
Anabasis and Greek Prose,
Geometry,
English Literature and Com-
position.

Second Term.

Cicero and Latin Prose,
Anabasis and Greek Prose,
Geometry,
English Literature and Com-
position.

TWELFTH YEAR.

First Term.

French or German,
Virgil and Latin Prose,
Iliad and Greek Prose,
Grecian History,
English—College Preparatory,

Second Term.

French or German,
Virgil and Latin Prose,
Iliad and Greek Prose,
Roman History,
English—College Preparatory.

Manual Training and Drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

Classes in Plane Trigonometry formed as required.

Students preparing for admission to Normal Schools and Teachers' Training Classes are required to take U. S. History in place of Solid Geometry in the Scientific and Latin Scientific Courses, and Civics in the last half of the tenth year in the Latin Scientific Course.

COURSE OF STUDY ARRANGED FOR COMPARISON.

ENGLISH.	SCIENTIFIC.	LATIN SCIENTIFIC.	CLASSICAL.
<p>NINTH YEAR.</p> <p>First Term. Second Term.</p> <p>Algebra, Algebra, Ad. Gram., Ad. Gram., Literature, Literature, Ph. Geog., Botany. Physiology.</p> <p>TENTH YEAR.</p> <p>Algebra, English, Physics, Bookkeeping, Civics.</p> <p>ELEVENTH YEAR.</p> <p>Geometry, Eng. Lit., Chemistry, Eng. History, Ad. U. S. His.</p>	<p>NINTH YEAR.</p> <p>First Term. Second Term.</p> <p>Algebra, Algebra, Ad. Gram., Ad. Gram., Literature, Literature, Ph. Geog., Botany. Physiology.</p> <p>TENTH YEAR.</p> <p>Algebra, English, Physics, Bookkeeping, Civics.</p> <p>ELEVENTH YEAR.</p> <p>Geometry, Eng. Lit., Chemistry, Eng. History, Ad. U. S. His. French or Ger., French or Ger.,</p> <p>TWELFTH YEAR.</p> <p>French or Ger., French or Ger., Grec. Hist., Rom. Hist., Geology, Astronomy, Solid Geom., Ad. Alg. or Zool College Prep. College Prep. (English) (English)</p>	<p>NINTH YEAR.</p> <p>First Term. Second Term.</p> <p>Algebra, Algebra, Ad. Gram., Ad. Gram., Literature, Literature, Beg. Latin, Beg. Latin, Physiology.</p> <p>TENTH YEAR.</p> <p>Algebra, English, Eng. or Civics, Physics, Caesar.</p> <p>ELEVENTH YEAR.</p> <p>Geometry, Eng. Lit., Cicero, French or Ger., French or Ger.,</p> <p>TWELFTH YEAR.</p> <p>French or Ger., French or Ger., Grec. Hist., Rom. Hist., Virgil, S. Geom. or U. Ad. Alg. or Zool S. Hist. College Prep. College Prep. (English) (English)</p>	<p>NINTH YEAR.</p> <p>First Term. Second Term.</p> <p>Algebra, Algebra, Ad. Gram., Ad. Gram., Literature, Literature, Beg. Latin, Beg. Latin, Physiology.</p> <p>TENTH YEAR.</p> <p>English, Caesar, Beg. Greek, Algebra, Algebra,</p> <p>ELEVENTH YEAR.</p> <p>Geometry, Eng. Lit., Cicero, Anabasis.</p> <p>TWELFTH YEAR.</p> <p>French or Ger., French or Ger., Virgil, Iliad, Grec. Hist., Rom. Hist. College Prep. College Prep. (English) (English)</p>

Outline of Language Work and Reading in Grades Below the High School.

FIRST GRADE.

Oral composition or reproduction.

The children telling simple stories in their own language, which the teacher has previously told or read to them.

Sentence Writing.

First—Copy sentences from the blackboard.

Second—Write sentences from dictation.

Learn the use of capitals, the period and interrogation point.

SECOND GRADE.

Oral composition. Material for oral composition furnished by the teacher or from the children's readers.

Continue writing sentences as in first grade and have children make up sentences from familiar objects.

THIRD GRADE.

Oral composition daily.

Question the children about everything in the reading lesson to aid them in getting the thought and to create interest.

Have them write short simple stories which they have previously given orally.

FOURTH GRADE.

Question the children carefully about everything they read.

Oral composition. Follow Hyde's Practical Lessons in English, Part I, for the work in composition.

FIFTH GRADE.

Continue same plan with reading and oral composition as in the lower grades, but do more written work.

Use Hyde's Practical Lessons in English, Part 2, not giving much attention to technical grammar, but rather to composition work.

SIXTH, SEVENTH AND EIGHTH GRADES.

Continue same plan with reading. Material for composition work, both oral and written, can be taken from the reading and from subject studied in the grades, e. g., Geography, History, Physiology, using topical method of recitation.

Reed & Kellogg's Lessons in English in the sixth and seventh grades. Higher Lessons in English in the eighth grade.

Written work in composition or letter writing once a week.

In all grades require children to memorize poems and prose selections suitable to grade.

Selections to be memorized.

FIRST GRADE.

The bee and the flower.

Daisies.

Snow Flakes.

Wynken, Blynken and Nod.....Eugene Field

The Lost DollCharles Kingsley

SECOND GRADE.

My ShadowR. L. Stevenson

What the Wind SaysEugene Field

The Brown ThrushLucy Larcom

A Visit from St. Nicholas.....C. C. Moore

Little Boy BlueEugene Field

Seven Times One.....Jean Ingelow

THIRD GRADE.

The Song of the Elves.....Louisa M. Alcott

The Land of the Story Books.

The Land of Nod.....R. L. Stevenson

Mountain and the Squirrel.....Emerson

Hiawatha's ChildrenLongfellow

Robert of LincolnBryant

FOURTH GRADE.

The Village Blacksmith	Longfellow
October's Bright Blue Weather.....	H. H. Jackson
The Spider and the Fly.....	Mary Howitt
The Robin's Advice	Sarah O. Jewitt
Fields for Labor.	

FIFTH GRADE.

First Snow Fall	Lowell
Landing of the Pilgrims	Mrs. Hemans
America.	
Seven times four	Jean Ingelow
The Children's Hour	Longfellow
The Divine Lullaby.....	Field

SIXTH GRADE.

Planting of the Apple Tree	W. C. Bryant
Gettysburgh Address	A. Lincoln
The Brook	Tennyson
Driving Home the Cows.....	Kate P. Osgood
Fiftieth Birthday of Agassiz	Longfellow
The Barefoot Boy	J. G. Whittier

SEVENTH GRADE.

Nobility	Alice Carey
Old Ironsides	O. W. Holmes
Paul Revere's Ride	Longfellow
Star Spangled Banner	Key
Battle Hymn of the Republic.....	Julia Ward Howe
Liberty and Union	Webster

EIGHTH GRADE.

Love of Country	Scott
American Flag	Drake
The Psalm of Life.....	Longfellow
Abou Ben Adhem	Leigh Hunt
The Builders	Longfellow
Wolsey's Farewell Address to Cromwell.....	Shakespeare

Supplementary Reading.

11TH AND 12TH YEARS.

BOOKS READ.

Rime of the Ancient Mariner,	Comus and Lycidas,
Twelfth Night,	Burke on Conciliation,
Tale of Two Cities,	Prisoner of Chillon,
Hamlet,	Cricket on the Hearth,
Talisman,	Merchant of Venice,
Vicar of Wakefield,	Silas Marner,
Pope's Iliad,	Lord Clive,
Christmas Carol,	The DeCoverly Papers,
Skylark and Adonis,	Essay on Addison,
The Eve of St. Agnes,	Essay on Milton,
The Cotter's Saturday Night,	Macbeth,
The Princess,	Essay on Burns.
L'Allegro and Il'Pensercso,	

TENTH YEAR.

The Vision of Sir Launfal,	First Bunker Hill oration,
Julius Caesar,	Twice Told Tales,
Ivanhoe,	Sella, Thanatopsis and other poems.

NINTH YEAR.

The Sketch Book,	Last of the Mohicans,
The Alhambra,	Whittier Leaflet,
Lady of the Lake,	Ulysses Among the Phœaciens.

EIGHTH YEAR.

Tanglewood Tales,	The Spy,
Story of Troy,	Evangeline,
The Young American,	Burroughs' Birds and Bees.
A Hunting of the Deer,	

SEVENTH YEAR.

Christmas Carol.	Story of the Thirteen Colonies.
Cricket on the Hearth,	Story of Greece,
True Stories from New Eng- land History.	Carpenter's Asia and Europe. Cyr's Reader, 5th Book.

SIXTH YEAR.

Indians of New England.	
Wonder Book, Parts I and II.....	Hawthorne
Carpenter's North America and South America.	

FIFTH YEAR.

Cyr's Reader, 4th Book.	
American History Stories, Vol. I-IV.....	Maria L. Pratt
Leaves from Nature's Story Book, Vol. II.....	Mrs. M. A. B. Kelly
Stories of American Life and Adventure.....	Eggleston
Seaside and Wayside, Vol. III.....	Julia McNair Wright
Old Stories of the East.....	Baldwin

FOURTH YEAR.

Cyr's Reader, 3rd Book.	
Stories of Great Americans for Little Americans.....	Eggleston
Grimm's Tales.	
Leaves from Nature's Story Book, Vol. I.....	Mrs. M. A. B. Kelly
Round the Year in Myth and Song.....	Florence Holbrook
Round the World, Book III.....	Carroll

THIRD YEAR.

Cyr's Reader, 2d Book.	
Stories of Colonial Children	Maria L. Pratt
Fables and Folk Stories.....	Scudder
Seaside and Wayside, Vol. I.....	Julia McNair Wright
Child Life, 3rd Reader	Blaisdell
Round the World, Book II.....	Carroll

SECOND YEAR.

Stories for Children	Mrs. Lane
Bow-Wow and Mew-Mew.	
Wake Robin Series, Vol. I.	
Æsop's Fables, I and II.	
Graded Literature, Reader No. 2.	
Round the World, Book I.....	Carroll



Text Books Used in the Public Schools.

FIRST GRADE.

- Arithmetic Wentworth & Reed.
Physiology Child's Health Primer.
Reading Ward's Primer.
 " Ward's First Reader.
 " Baldwin's First Reader.
Writing Smith's Primer.

SECOND GRADE.

- Arithmetic Wentworth's Primary.
Drawing Prang's Manual.
Physiology Pathfinder No. 1.
Reading Baldwin's First Reader.
 " Ward's First Reader.
 " Ward's Second Reader.
 " Stories for Children.
 " Wake Robin Series, Vol. I.
 " Bow-Wow and Mew-Mew.
 " Æsop's Fables, 112.
Writing Smith's Short Course, Nos. 1 and 2.

THIRD GRADE.

- Arithmetic Atwood's complete Graded Arithmetic, Grade III.
Drawing Prang's Manual.
Physiology The Child's Book of Health.
Reading Baldwin's Second Reader.
 " Ward's Third Reader.
 " Stories of Colonial Children.
 " Fables and Folk Stories, Scudder.
 " Sea Side and Wayside, Vol. I.
Spelling Harrington's Speller, Part I.
Writing Smith's Short Course, Nos. 3 and 4.

FOURTH GRADE.

- Arithmetic ... Atwood's complete Graded Arithmetic, Grade IV.
 Drawing Prang's Nos. 1 and 2.
 Geography Natural Elementary, Redway & Hinman.
 Language Hyde's Lessons in English.
 Music Reader.. National No. 2.
 Physiology Pathfinder No. 2.
 Reading Baldwin's Third Reader.
 " Stories of Great Americans for Little Americans.
 " Grimm's Tales.
 " Leaves from Nature's Story Book, Vol. II.
 " Round the Year in Myth and Song.
 Spelling Harrington's, Part First.
 Writing Smith's Intermedial Course, Nos. 5 and 6.

FIFTH GRADE.

- Arithmetic Milne's Elements.
 Arithmetic Colburn's Intellectual.
 Drawing Prang's Nos. 3 and 4.
 Dictionary Webster's Primary.
 Language Natural Elementary, Redway & Hinman.
 Geography Hyde's Lessons in English.
 Music Reader . National No. 2.
 Physiology Pathfinder No. 2.
 Reading Baldwin's Fourth Reader.
 " American History Stories, Vols. I-IV.
 " Leaves from Nature's Story Book, Vol. II.
 " Stories of American Life and Adventures.
 " Seaside and Wayside, Vol. III.
 Spelling Harrington's, Part First.
 Writing Smith's Regular Course, Nos. 3 and 4.

SIXTH GRADE.

- Arithmetic Milne's Standard.
 Arithmetic Colburn's Intellectual.
 Drawing Prang's Nos. 5 and 6.
 Dictionary Webster's Common School.

- Geography Natural Advanced, Redway & Hinman
 Grammar Reed & Kellogg's Graded Lessons in English.
 Music Reader . National No. 2.
 Physiology Blaisdell's "How to Keep Well."
 Reading Hawthorne's Wonder Book, Parts I and II.
 " Burton's Historical Reader.
 " Old Stories of the East.
 " Story of the Indians of New England.
 Spelling Harrington's, Part Second.
 Writing Smith's Regular Course, Nos. 5 and 6.

SEVENTH GRADE.

- Arithmetic Milne's Standard.
 Arithmetic Colburn's Intellectual.
 Dictionary Webster's Common School.
 Drawing Prang's Nos. 7 and 8.
 Geography Natural Advanced.
 Grammar Reed & Kellogg's Graded Lessons in English.
 History Montgomery's United States.
 Music Reader . National No. 2.
 Physiology Blaisdell's "How to Keep Well."
 Reading Dickens' Christmas Carol and Cricket on the
 Hearth.
 " Story of Greece.
 " Story of the Thirteen Colonies.
 " Grand Father's Chair.
 Spelling Harrington's, Part II.
 Writing Smith's Regular Course, Book 7.

EIGHTH GRADE.

- Arithmetic Milne's Standard.
 Arithmetic Colburn's Intellectual.
 Bookkeeping .. Montgomery's Single Entry.
 Dictionary Webster's Common School.
 Drawing Prang's, Nos. 9 and 10.
 Grammar Reed & Kellogg's Graded Lessons in English.
 " Reed & Kellogg's Higher Lessons in English.

History	Montgomery's American.
Music Reader .	National No. 2.
Physiology	Hutchinson's, Our Wonderful Bodies.
Reading	Judson's, "The Young American."
"	The Spy.
"	The Hunting of the Deer.
"	Evangeline.
"	Life of Nelson.
"	Hawthorne's Tanglewood Tales.
"	Clark's "Story of Troy."
"	Burroughs' Birds and Bees.
Spelling	Harrington's Spelling Book.
Writing	Smith's Regular Course, Book 8.

NINTH GRADE.

FIRST ACADEMIC YEAR.

Algebra	Wentworth's New School.
Geography	Houston's New Physical.
Grammar	Reed & Kellogg's Higher Lessons in English.
Latin	Collar & Daniels' First Latin Book.
Literature	Matthews' Introduction to American Literature.
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"	Irving's Sketch Book.
"	Irving's Alhambra.
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"	Whittier's Leaflet, Ulysses Among the Phoenicians.
Physiology	Hutchinson's Physiology and Hygiene.
Vocal Music ...	Riverside Song Book; Academy Song Book.
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TENTH GRADE.

SECOND ACADEMIC YEAR.

Algebra	Wentworth's New School.
Bookkeeping ..	Williams & Rogers' New Introduction.
Greek	White's Beginners' Greek Book.
Latin	Harper & Tolman's Caesar.

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THIRD ACADEMIC YEAR.

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 French Muzzarelli's Academic French Course, First Year.
 French Le Chien de Brisquet.
 French L'Abbe' Constantine.
 French Merimee's Colomba.
 French Foulaine's Le Tour de la France par deux Enfants.
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 " Grimm's " Marchen."
 " Storm's " Immensee."
 " Heyse's " L'Arrabbiata."
 " Harris' " German Compositiore."
 " Riehl's " Burg Neideck."
 " Riehl's " Der Fluch der Schonheit."
 " Riehl's " Das Spielmann's Kind."
 Greek Goodwin & White's Anabasis.
 Greek Goodwin & White's Grammar.
 Greek Goodwin & White's Prose.
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History	Montgomery's French.
Latin	Greenough & Kittridge's Virgil <i>Æneid</i> .
Latin	Allen & Greenough's Grammar.
Literature	Shaw's History of English Literature.
"	Shaw's "Merchant of Venice."
"	"Julius Caesar."
"	"Twelfth Night."
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"	"Lady of the Lake."
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"	"Tale of Two Cities."
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"	Addison's "De Coverly Papers."
"	Macauley's "Essay on Lord Clive."
Trigonometry .	Wentworth's Trigonometry.
Vocal Music...	Riverside Song Book.
Vocal Music...	Academy Song Book.

TWELFTH GRADE.

FOURTH ACADEMIC YEAR.

Algebra	Well's Higher.
Astronomy	Young's Astronomy.
French	Muzzarelli's Academic French Course.
French	College Series of French Plays, Vols. I and II.
French	Waterloo.
French	La Belle Nivernaise.
French	Classic French plays.
French	Le Cure de Tours.
Geology	Tarr's Elements of Geology.
Geometry	Wentworth's Solid.
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"	Schiller's "Jungfrau Von Orleans."
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London News, The Illustrated

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MONTHLIES.

Art Interchange, The
Atlantic Monthly, The
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Reviews, The
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Ladies' Home Journal, The
McClure's Magazine,
Munsey's Magazine,

N. Y. Gen. & Biographical
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Edition,
Mayflower Descendants,
Nineteenth Century, The
North American Review, The
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St. Nicholas,
Harper's New Monthly Magazine,
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Strand,
Success,

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QUARTERLY.

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NEWBURGH FREE ACADEMY.

Table showing the attendance, etc, for the school year ending June, 1903.

TEACHERS.	Grade	Registration			Number in Attendance			Av. Att'ce		Av. Age		Single Desks	Number Tardy	No. Truants	Tch'rs		Days Attendance.	School Days
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Absent	Tardy							
William H. Doty.....	12	24	33	57	22.48	31.53	54.01	21.47	30.32	17.42	17.80	46	9	111	0	10	192	192
Dora M. Townsend.....	11	20	30	50	13.87	23.37	37.25	13.32	23.85	17.83	17.56	45	16	0	3	0	189	192
Anna Jewell.....	10	13	20	33	12.05	17.71	29.76	11.66	17.43	15.94	15.95	48	9	3	0	0	192	192
Cornelius W. Lockwood.....	10	19	38	19.	17.12	36.12	17.92	16.56	16.62	15.37	15.46	46	14	0	14	0	192	192
Agnes McFadden.....	10	16	17	33	13.70	15.22	28.92	13.09	14.51	17.01	15.60	46	12	1	1	4	191	192
Elsie B. Scott.....	9	23	24	47	20.70	22.20	42.90	20.30	22.30	15.24	14.98	46	14	1	1 1/2	1	190 1/2	192
R. Bell Chapman.....	9	23	23	46	19.52	16.95	36.47	19.13	16.15	16.18	16.40	45	20	0	3	1	189	192
Anna M. Tole.....	9	26	19	45	23.87	18.52	42.39	23.37	17.70	15.23	16.11	50	12	3	0	0	192	192
Jane A. Carmichael.....	9	26	19	45	23.87	18.52	42.39	23.37	17.70	15.23	16.11	50	12	3	0	0	188	192
David C. Scott.....	9	26	19	45	23.87	18.52	42.39	23.37	17.70	15.23	16.11	50	12	3	0	0	188	192
Ida C. LeRoy.....	9	26	19	45	23.87	18.52	42.39	23.37	17.70	15.23	16.11	50	12	3	0	0	187 1/2	192
Katherine Lozier.....	9	26	19	45	23.87	18.52	42.39	23.37	17.70	15.23	16.11	50	12	3	0	0	184	192
Marietta Shaw.....	8	14	20	34	13.17	16.48	29.65	12.42	15.45	14.35	14.15	48	9	0	6	3	191 1/2	192
Alice R. Hitchcock.....	8	16	16	32	15.25	14.47	29.72	14.93	14.14	13.38	13.69	47	9	2	0	1	186	192
Jennie Marvel.....	8	13	23	36	11.50	20.30	31.80	11.21	19.55	14.50	15.20	49	12	1	0	3	192	192
Elizabeth Sheridan.....	8	13	23	36	11.50	20.30	31.80	11.21	19.55	14.50	15.20	49	12	1	0	3	192	192

WASHINGTON STREET SCHOOL.

Table showing the attendance, etc., for the school year ending June 24, 1903.

TEACHERS.	Registration		Number in Attendance		Av. Att-ee		Av. Age	No. Scholars to Graduate	Single Desks	Number Tardy	No. Truants	No. Truancies	Tch'rs		Days Attendance	School Days
	Grade		Boys	Girls	Total	Boys							Girls			
	Boys	Girls														
Anna P. Hasbrouck.....	8	20	21	41	18.1	20.3	81	17.8	19.5	14	40	40	12	100%	192	192
Wm. H. Kelly.....	6	9	29	38	8.0	23.3	31.3	7.8	22.5	13	40	40	18	186½	192	192
Kate A. Flannagan.....	7	21	29	42	19.2	19.8	39.0	18.6	18.9	13	40	40	23	1	191	192
Mary F. Van Wyck.....	5	18	27	45	17.1	23.3	40.4	16.4	22.3	12	44	44	33	23	183	192
Eliza W. Kidd.....	5	16	29	45	14.2	26.1	36.3	13.7	25.1	12	42	42	20	1	191	192
Caroline Millsbaugh.....	4	17	26	43	12.8	22.8	35.6	12.2	21.7	10	42	42	20	1	192	192
Mary E. Wilson.....	4	20	20	40	17.9	16.8	34.7	17.0	15.6	11	45	45	67	1	192	192
Anna Clark.....	4	23	19	42	16.4	15.7	32.1	17.7	16.0	11	45	45	77	4	186	192
Gertrude Van Cleft.....	3	22	26	48	19.6	25.1	44.7	19.1	23.6	9	40	40	18	1	192	192
Anna M. Barnes.....	3	21	27	48	17.0	22.7	39.7	16.8	21.1	9	40	40	14	3	182	192
Mary E. Garvey.....	3	26	18	44	21.5	8.3	37.0	22.0	14.4	8	42	42	18	1	184	192
Almira Seaman.....	2	24	17	41	23.0	14.4	37.4	22.0	13.1	7	42	42	16	2	187½	192
Sara K. Bannon.....	2	24	21	45	20.2	17.1	37.3	19.4	15.8	9	47	47	110	2	192	192
Agnes McCullough.....	2	24	21	45	20.2	17.1	37.3	19.4	15.8	9	47	47	110	2	192	192
Eva G. Penney.....	1	50	31	77	35.9	18.8	54.7	33.0	15.8	6	46	46	107	5½	186½	192
Jennie M. Boyd.....	1	42	28	70	37.5	18.1	45.6	25.5	16.6	7	46	46	38	1	192	192
Elberta Ames.....	1	40	34	74	42.8	17.8	42.6	22.8	15.7	7	50	50	55	7	185	192

Table showing the attendance, etc., for the school year ending June 24, 1903.

TEACHERS	Grade	Registration			Average on Register			Av. Att'ce		Av. Age		Single Desks	No. Tardy	No. Truants	Tch'rs		Days Attendance	School Days
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Absent	Tardy							
Chas. E. Snyder.....	8	21	19	40	19.7	14.5	34.2	19.4	15.	14.6	14.	40	8	1	2	8	190	192
Clara L. Shaffer.....															2	1	160	192
Emma C. Barnes.....	7	17	22	39	16.1	16.9	33.	15.8	15.8	13.2	13.7	44	4	4	1	3	173	192
Emma Everett.....	7	19	19	38	16.9	17.7	34.6	16.4	16.9	13.5	13.6	43	4	1	19	3	185	192
Grace A. Minty.....	6	23	29	52	20.2	20.8	41.	19.3	19.7	12.7	12.6	46	7	5	7	3	185	192
Effie L. McConnell....	9	18	25	43	15.1	19.	34.1	14.8	18.7	12.5	11.2	38	11	3	3	3	189	192
Mary A. Smith.....	9	25	43	68	20.1	23.5	43.6	18.6	21.7	11.4	11.	48	22	1	4	4	188	192
Harriet A. VanDuzer...	5	22	26	48	13.6	25.	38.6	13.	23.3	11.8	11.6	41	18	8	9	9	183	192
Helen G. Montfort....	5	15	28	43	13.6	25.	38.6	13.	23.3	11.8	11.6	41	18	8	9	9	183	192
Carrie B. Ronk.....	4	22	19	41	20.8	15.6	36.4	18.8	14.9	10.6	10.2	38	17	1	2	2	190	192
Jean H. Moss.....	4	23	20	52	19.8	22.6	42.4	18.8	21.1	11.	10.	48	29	3	7	7	192	192
Margaret J. Fowler....	4	28	18	46	21.1	12.5	33.6	19.2	11.6	10.5	10.9	37	20	8	7	15	185	192
Olive R. Cronin.....	3	25	34	59	18.5	24.7	43.2	17.5	22.6	10.	9.2	46	18	382	382	110	192	192
Bessie L. Marden.....	3	24	28	52	22.1	23.9	46.	20.8	21.9	9.	9.3	46	20	3	3	1	189	192
Isabella H. Dougherty ..	2	16	29	45	14.7	23.2	37.9	13.3	20.8	8.9	8.5	38	34	1	3	3	189	192
Sarah W. Snowden....	2	29	18	47	26.8	14.5	41.3	25.1	13.8	8.6	8.3	3	34	8	2	2	190	192
Jessie F. Vincent .	1	59	69	128	24.4	38.2	62.6	21.5	32.8	6.7	6.1	39	25	6	6	2	186	192
	1	59	57	116	22.3	42.2	64.5	37.7	39.	6.4	6.2	38	31	9	9	6	186	192

SOUTH STREET SCHOOL.

Table Showing the Attendance, etc., for the School Year Ending June 24, 1903.

TEACHERS.	Grade	Registration			Number in Attendance			Av. Att'ce			Av. Age	Single Desks	Number Tardy	Tch'rs		Days Attendance	School Days	
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys				Girls	Absent			Tardy
M. H. Dusbury.....	7	15	13	28	11	7	9	21	6	11	4	9	3	13	11	1	192	192
A. E. Bayles.....	7	12	11	23	11	9	9	21	8	11	4	9	3	13	2	4	181	192
M. E. DeLancy.....	7	17	13	30	14	12	26	3	13	8	11	5	12	8	1	1	190	192
L. A. Brundage.....	6	20	14	34	15	9	11	8	27	7	15	2	11	3	13	1	191	192
E. Totten.....	6	20	14	34	15	9	11	8	27	7	15	2	11	3	13	2	190	192
A. H. McConnell.....	5	9	21	30	8	2	18	6	26	8	7	9	17	4	11	3	190	192
J. C. Hamilton.....	5	15	20	35	12	17	3	29	3	11	16	11	12	31	13	11 1/2	180 1/2	192
M. G. Henderson.....	5	19	18	37	13	8	16	3	30	1	13	2	14	8	2	1/2	189 1/2	192
L. I. Van Wyck.....	4	23	23	46	19	9	18	9	38	8	18	6	17	4	11	1	182	192
M. B. McCullough.....	4	28	20	48	21	6	17	8	39	4	20	4	16	2	11	1	192	192
E. A. Chadborn.....	3	14	21	35	13	2	16	7	29	4	12	6	15	6	9	1	192	192
L. C. Twiname.....	3	19	21	40	16	7	15	31	7	15	9	13	8	9	8	1	184	192
E. F. Wells.....	3	17	17	34	15	4	15	2	30	6	14	9	5	9	4	1	192	192
A. Booth.....	2	23	22	45	21	9	18	3	40	2	19	6	8	6	8	4	183	192
J. M. Wells.....	2	25	19	44	19	4	20	39	4	17	9	18	4	8	2	1	192	192
H. M. Peck.....	1	14	18	32	12	8	14	3	27	1	11	3	6	3	7	1	175 1/2	192
S. M. Clark.....	1	25	19	38	15	9	12	8	28	7	13	7	10	6	5	5	182	192
		1	25	42	16	11	0	4	26	5	13	1	8	2	6	1	182	192

Table Showing the Attendance, etc., for the School Year ending June 24, 1903.

TEACHERS.	Grade			Registration			Number in Attendance		Av. Att'ce		Av. Age		No. Scholars to Grade	Single Desks	Number	No. Trustees	Tch'rs		Days Attendance	School Days	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls											
Agnes C. Miller, Principal.....	7	15	13	28	14	10	24	13.4	10.1	13.2	13.4	23	40	9	192	192					
Adelaide R. Henderson.....	6	18	10	29	16	92	10.5	27.42	15.39	13.14	13.14	23	43	11	192	192					
Ada M. Meginn.....	5	11	18	29	9	9	27	9.23	14.79	11.11	11.82	26	41	20	192	192					
Mary Caldwell.....	5	11	18	29	9	9	27	9.42	14.34	12.11	11.71	23	39	11	182	192	2	1	182	192	
Emily Haigh.....	5	11	18	29	9	9	27	12.31	13.13	11.41	11.16	23	42	19	192	192	1	3	191½	192	
Mabel T. Leeper.....	4	19	19	38	14	1	14	77.88.87	12.83	13.9	10.93	10.31	25	43	16	192	192	4	10	176½	192
Anna E. Flanagan.....	4	20	18	38	15	41	15	34	30.48	10.9	8.1	9.8	24	35	14	192	192	1	3	186	192
I. Jeannette Sloan.....	3	17	23	40	12	5	17	1	29.6	12.85	9.2	9	28	42	6	192	192	2	3	190	192
Anna I. Ryan.....	3	17	18	35	13	15	5	28.9	11.1	12.85	8.7	8.2	38	44	22	192	192	2	3	192	192
Eliza Hannan.....	2	22	26	48	17	9	18	6	36.5	15	16.3	8.5	31	44	19	192	192	2	2	190½	192
Elizabeth L. Gordon.....	2	24	23	47	16	1	18	2	34.3	14.1	14.3	8.1	31	44	19	192	192	2	2	190½	192
Alberta Van Cleft.....	1	41	38	79	30	7	23	4	54.1	24.6	6.1	6	53	40	20	187	192	1			

LIBERTY STREET SCHOOL.

Table showing the attendance, etc., for the School Year ending June 24, 1903.

TEACHERS	Grade	Registration			Number in Attendance			Av. Att'ce		Av. Age		Single Desks	Number Tardy	No. Transferees	Tch'rs		Days Attendance	School Days
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Absent	Tardy							
George E. Atwood.....	7	21	21	42	15.6	17.1	32.7	14.7	16.	13.	42	71	42	71	2	2	187	192
Helen G. Rutenber.....	7	16	22	38	15.	19.5	34.5	14.1	18.2	13.6	42	43	42	43	5	2	189	192
Clara E. DeLancy.....	6	19	24	43	17.1	23.6	40.7	16.6	22.6	12.4	48	33	48	33	1	3	191	192
Emma R. Weed.....	6	25	24	49	20.	19.8	39.8	18.9	19.3	12.4	42	55	42	55	2	8	184	192
Anna M. Wiltzie.....	5	21	17	38	20.7	13.6	34.4	19.6	12.8	10.8	42	32	42	32	7	48	144	192
Lillie H. Fowler.....	5	19	20	39	16.9	16.1	33.	15.7	15.1	12.4	42	185	42	185	4	17	175	192
Grace L. Smiley.....	5	21	19	40	17.4	17.2	34.6	16.1	15.9	10.9	42	83	42	83	1	1	192	192
Jessie Holland.....	4	26	17	43	22.4	14.3	36.7	21.2	13.5	11.4	42	62	42	62	8	1	191	192
Margaret M. Shaw.....	4	23	22	45	19.5	16.2	35.7	18.7	15.	10.7	41	84	41	84	3	1	192	192
Josephine Jansen.....	4	26	15	41	23.1	14.6	37.7	21.7	13.6	10.1	42	89	42	89	1	13	179	192
Mable K. Shaw.....	3	28	22	50	19.6	16.	35.6	18.	14.6	9.5	42	79	42	79	15	11	192	192
Abbie L. Coiden.....	3	26	19	45	20.9	15.5	36.4	19.9	14.1	9.3	42	87	42	87	3	2	192	192
Florence VanDuzer.....	3	29	17	46	23.2	14.3	37.5	21.8	13.3	9.	42	85	42	85	3	1	191	192
Maud I. Winans.....	2	28	22	50	20.6	15.8	36.4	19.4	14.1	7.8	42	77	42	77	2	4	188	192
Harriet J. Fowler.....	2	27	20	47	20.	17.2	37.2	18.3	16.2	8.9	42	82	42	82	4	1	191	192
Frances A. Ritchie.....	2	30	15	45	24.8	12.4	37.2	23.4	11.4	8.1	42	42	42	42	2	2	190	192
Mary E. Dougherty.....	1	38	36	74	23.2	20.5	43.7	20.5	17.9	7.4	45	44	45	44	9	2	192	192
Helen R. Hunter.....	1	32	36	68	20.1	26.3	46.4	17.7	22.7	7.4	48	105	48	105	9	2	183	192
E. Louisa Fleming.....	1	79	73	152	39.1	40.4	79.5	32.5	34.	5.7	48	63	48	63	9	2	192	192

Teachers in the Public Schools, Fall Term, 1903.

Showing Name and Address of Teachers, Where Educated, School in Which Employed, When Appointed. The number at the left indicates where employed, thus, (1) Academy, (2) Grand Street, (3) Liberty Street, (4) South Street, (5) Washington Street, (6), West Street, (M) Manual Training Department.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
3 George E. Atwood.....	294 Liberty street.....	New York State Normal College.....	September 1898
5 Elberta Ames.....	45 South Miller street.....	New Paltz Normal School.....	September 1902
5 Sarah K. Bannon.....	Little Britain road.....	New York State Normal College.....	March.....1899
5 Anna M. Barnes.....	47 Lander street.....	Newburgh Free Academy.....	May.....1882
2 Emma O. Barnes.....	47 Lander street.....	Newburgh Free Academy.....	February 1876
6 Florence E. Beakes.....	.....	Jamaica Normal School.....	September 1903
4 Annie E. Bayles.....	163 Johnson street.....	New York State Normal College.....	September 1899
4 Janet M. Barr.....	183 Liberty street.....	Jamaica Normal School.....	September 1903
Mabelle O. Bond.....	10 Henry avenue.....	Syracuse University.....	September 1903
4 Alice Booth.....	116 Dubois street.....	Elmira College.....	September 1887
4 Lillie A. Brundage.....	203 Robinson avenue.....	Newburgh Free Academy.....	October 1896
5 Jennie M. Boyd.....	Gidney avenue.....	Albany Normal College.....	September 1899
1 Jane A. Carmichael.....	64 South street.....	Newburgh Free Academy.....	May.....1874
4 Ella A. Chadborn.....	25 Third street.....	Newburgh Free Academy.....	May.....1882
1 Rosa Bell Chapman.....	168 Chambers street.....	Newburgh Free Academy.....	September 1883
5 Annie Clark.....	86 Carson avenue.....	Newburgh Free Academy.....	September 1883
3 Abbie Logan Colden.....	141 Montgomery street.....	Newburgh Free Academy.....	November 1888
M Emma C. Colden.....	141 Montgomery street.....	New York Teachers' College.....	December 1891
2 Olive R. Cronin.....	121 Smith street.....	Newburgh Free Academy.....	January.....1888
4 Sarah M. Clark.....	180 South street.....	New Paltz Normal School.....	February.....1890
3 Clara E. Delancy.....	10 Grand street.....	New York State Normal College.....	September 1899
4 May E. Delancy.....	10 Grand street.....	New York State Normal College.....	September 1897

TEACHERS IN THE PUBLIC SCHOOLS—Continued.

CITY OF NEWBURGH, N. Y.

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TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
1 William H. Doty.....	112 Johnston street.	N. Y. S. Normal College and N. Y. U.	September. 1890
2 Isabella H. Dougherty.	153 Chambers street.	Newburgh Free Academy.	November. 1881
4 Mary E. Dougherty....	233 Dubols street.	Newburgh Free Academy.	February. 1894
4 Myron H. Dusingbury.	139 Chambers street.	Genesee Normal.	April. 1900
3 Anna G. Egan.....	Cor. First and S. Miller st.	New Paltz Normal School.	September. 1903
2 Emma Everitt.....	171 Lander street.	Newburgh Free Academy.	September. 1887
4 Anna E. Flannagan....	Gidney avenue.	Newburgh Free Academy.	January. 1895
5 Kate A. Flannagan....	Little Britain road.	Newburgh Free Academy.	September. 1885
3 E. Louisa Fleming....	52 Lander street.	Ontario State Normal School.	August. 1901
3 Harriet J. Fowler.....	56 Courtney avenue.	Newburgh Free Academy.	October. 1898
3 Lillie Harcourt Fowler.	262 Liberty street.	Newburgh Free Academy.	September. 1887
2 Margaret J. Fowler....	94 Johnston street.	New York State Normal College.	September. 1892
5 Mary E. Garvey.....	32 South Miller street.	Albany Normal College.	September. 1899
6 Elizabeth L. Gordon....	22 Colden street.	New York State Normal College.	March. 1899
6 Edith J. Grimley.....	182 Liberty street.	New York State Normal College.	February. 1893
4 Jean C. Hamilton.....	55 Overlook place.	New Paltz Normal School.	September. 1902
6 Eliza Hannan.....	198 South street.	New York State Normal College.	August. 1897
5 Anna P. Hasbrouck....	251 First street.	Newburgh Free Academy.	December. 1891
6 Ida R. Henderson.....	Balmville.	Newburgh Free Academy.	September. 1902
1 Alice R. Hitchcock....	Third street.	Newburgh Free Academy.	January. 1895
1 Sylvester W. Holdredge.	Third street.	New York State Normal College.	February. 1902
3 Jessie Holland.....	156 Montgomery street.	Cazenovia Seminary.	September. 1889
4 Rachel Hunter	115 First street.	Glens Falls Academy.	September. 1883
3 Helen B. Hunter	9 Henry avenue.	Jamaica Normal School.	September. 1902
M Alex. G. Hutchinson...	252 Liberty street.	New York State Normal College.	September. 1903
3 Josephine Jansen.....	22 Dubols street.	New York State Normal College.	September. 1892
1 Anna Jewell.....	112 Montgomery street.	Teachers' College, New York.	February. 1894
5 William H. Kelly.....	64 South street.	New Paltz Normal School.	May. 1902
	67 Grand street.	Cortland Normal School.	September. 1893
		Glens Falls Academy.	September. 1861

TEACHERS IN THE PUBLIC SCHOOLS—Continued.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
5 Eliza W. Kidd.....	29 Water street.....	Newburgh Free Academy.....	January....1890
3 Fannie Rowena Laib...	282 Liberty street.....	Newburgh Free Academy.....	September.1887
4 Mabel T. Leeper.....	117 South street.....	Jamaica Normal School.....	September.1902
1 Ida C. Leroy.....	23 Farrington street.....	Newburgh Free Academy.....	February...1901
1 Cornelius W. Laskwood	12 Liberty street.....	Harvard College.....	September.1900
1 Katharine M. Loxler...	82 Lander street.....	New York State Normal College.....	September.1895
4 Alice H. McConnell....	108 Dubois street.....	Newburgh Free Academy.....	September.1888
2 Effie L. McConnell....	108 Dubois street.....	Newburgh Free Academy.....	September.1888
6 Agnes McCullough....	10 Clark street.....	New York State Normal College.....	January....1895
4 Mary B. McCullough....	10 Clark street.....	New York State Normal College.....	November.1901
1 Agnes McFadden.....	72 Clinton street.....	New York State Normal College.....	October....1876
2 Bessie L. Marden.....	8 Liberty street, W. H....	Newburgh Free Academy.....	January....1894
1 Jennie Marvel.....	53 Ann street.....	Newburgh Free Academy.....	September.1883
6 Ada M. McGinn.....	34 South Water street....	New Palts Normal School.....	September.1902
6 Agnes C. Miller.....	Little Britain road.....	Newburgh Free Academy.....	February...1899
5 Caroline Millspeugh...	62 Campbell street.....	Newburgh Free Academy.....	September.1880
2 Grace A. Minty.....	85 South street.....	New York State Normal College.....	November.1892
2 Helen G. Montfort....	22 Montgomery street....	New York State Normal College.....	October....1899
2 Jean H. Moss.....	137 Lander street.....	New York State Normal College.....	September.1897
4 Harriet M. Peck.....	63 Montgomery street....	Newburgh Free Academy.....	October....1888
5 Eva G. Penney.....	63 Liberty street, W. H....	Jamaica Normal School.....	September.1902
6 Nellie Revill.....	Gardnertown, N. Y.....	New York State Normal College.....	September.1903
3 Frances A. Ritchie....	147 Lander street.....	Newburgh Free Academy.....	May.....1871
2 Carrie B. Ronk.....	46 Farrington street....	New Palts Normal School.....	January....1892
3 Helen G. Ruttenber....	4 Montgomery street....	New Palts Normal School.....	September.1900
4 Anna I. Ryan.....	304 Water street.....	New Palts Normal School.....	September.1903
1 David C. Scott.....	22 Montgomery street....	Cornell University.....	April.....1901
1 Elsie B. Scott.....	127 Johnston street.....	Newburgh Free Academy.....	September.1872
5 Almira Seaman.....	98 Lander street.....	New York State Normal College.....	September.1902
2 Clara L. Shafer.....	144 Dubois street.....	Newburgh Free Academy.....	September.1891

TEACHERS IN THE PUBLIC SCHOOLS—Concluded.

CITY OF NEWBURGH, N. Y.

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TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED
1 Elizabeth Sheridan....	208 Liberty street.	Albany High School.....	August1885
3 Margaret M. Shaw.....	188 Liberty street.	New York State Normal College.....	September..1889
1 Marietta Shaw.....	188 Liberty street.	New Paltz Normal School.....	September..1890
3 Mabel K. Shaw.....	169 Liberty street.	New York State Normal College.....	October ....1899
6 I. Jeanette Sloan.....	160 Washington street.	New York State Normal College.....	August .....1901
3 Grace L. Smiley.....	43 Chambers street.....	Newburgh Free Academy.....	January.....1895
2 Mary A. Smith.....	73 Grand street.....	New York Public Schools.....	September..1902
2 Sarah W. Snowden.....	235 Water street.....	New York State Normal College.....	September..1890
2 Charles E. Snyder.....	161 Lander street.....	University of Albany.....	October ....1896
1 Anna M. Tole.....	173 Chambers street.....	Newburgh Free Academy.....	February ..1898
4 Elizabeth Totten.....	140 Johnston street.....	Newburgh Free Academy.....	September..1887
1 Dora M. Townsend.....	117 South street.....	Whitestown Seminary, N. Y. U.....	September..1889
4 Lucia C. Twine.....	100 Johnston street.....	Newburgh Free Academy.....	November ..1893
M Agnes Templeton.....	168 Chambers street.....	Newburgh Free Academy.....	March .....1899
6 Alberta Van Cleft.....	72 Grand street.....	New Paltz Normal School.....	March.....1899
5 Gertrude Van Cleft.....	149 Grand street.....	Jamaica Normal School.....	September..1902
3 Florence Van Duzer.....	49 Montgomery street.....	New York State Normal College.....	March .....1899
2 Harriet A. Van Duzer.....	65 Henry avenue.....	Newburgh Free Academy.....	January ....1876
4 Lily I. Van Wyck.....	50 Chambers street.....	New York State Normal College.....	September..1890
5 Mary E. Van Wyck.....	50 Chambers street.....	Newburgh Free Academy.....	September..1898
2 Jessie F. Vincent.....	36 Smith street.....	Newburgh Free Academy.....	September..1894
3 Emma R. Weed.....	26 Grand street.....	Newburgh Free Academy.....	September..1895
4 Emma F. Wells.....	207 North Miller street.....	Newburgh Free Academy.....	September..1902
4 Jennie M. Wells.....	122 Johnston street.....	Jamaica Normal School.....	September..1892
5 Mary E. Wilson.....	183 Dubois street.....	Newburgh Free Academy.....	September..1892
3 Anna M. Wiltzie.....	53 Carson avenue.....	Newburgh Free Academy.....	September..1892
3 Maud I. Whams.....	173 Liberty street.....	New York State Normal College.....	November ..1891

Employees Other Than Teachers.

LIBRARIAN AND ASSISTANTS.

NAMES.	RESIDENCE.	APPOINTED.	ANNUAL SALARY.
Thos. M. Hawthorne.....	292 First street.....	April 10, 1901.....	1,000 00
Lillie O. Estabrook.....	204 Montgomery street.....	September 30, 1898.....	800 00
C. V. A. Oakley.....	73 Grand street.....	June 1, 1901.....	400 00
ATTENDANCE OFFICER.			
Clarke B. Galatian.....	651 Courtney avenue.....	January 15, 1895.....	600 00

SCHOOL JANITORS.

NAMES.	WHERE EMPLOYED.	NO. ROOMS	RESIDENCE.	APPOINTED.	ANNUAL SALARY.
Jonathan Sterling.....	Free Academy.....	13	Grand street.....	October, 1899.....	800 00
Edward El Sterling.....	Grand street.....	16	School building.....	September, 1903.	600 00
James S. Wands.....	Liberty street.....	19	47 Liberty street...	January 1, 1898.	900 00
Joseph T. Pryer.....	South street.....	16	School building.....	April 16, 1873...	\$1,000 00
Alexander J. Withers.....	Washington street.....	16	School building.....	October 1, 1898..	875 00
John Stone.....	West street.....	11	20 New Mill street..	October 1, 1898..	600 00
*Jonathan Sterling.....	Manual Training.....	4	Grand street.....	October, 1899....	
Elmer S. Wilsie.....	City Library.....		53 Carson avenue....	September, 1898.	480 00

* Salary included in Free Academy.

Members of Board of Education, 1852-1903.

* Alsdorf, Egbert	1862-65
Baumes, Caleb H.....	1900-04
* Belknap, M. C.....	1884-92
* Beveridge, John	1852-57
* Beveridge, Thomas	1858-60
* Brewster, E. A.....	1858-63, 1867-68, 1873-77, 1880-84
* Brown, Jacob	1855
* Brown, Rev. John	1852-58
* Callahan, W. H.	1861
* Case, Robert L.	1874-77
* Cassedy, A. S.....	1874-78
* Clapp, Geo. M.	1865
* Clark, Geo.	1858-60
* Corwin, John	1864-72, 1877-81
* Culbert, W. A. M., M. D.....	1855-57
* Dickson, James R.....	1857-59
* Ely, Smith, M. D.....	1876-80
* Embler, C. J.....	1881-85
* Estabrook, Charles	1864-67
* Forsyth, Rev. John, D. D.....	1853-77
Gearn, W. W.	1876-80
Gavey, Thomas W.....	1897-1905
* George, Thomas	1859-61
Gleason, W. S., M. D.....	1893-97
* Gregory, L. B.....	1852-54
Halstead, Charles H.	1896-99
* Haines, P. S.	1867-70
Harrison, Wm.	1885-92, 1894-98
* Hasbrouck, C. H.	1884-88
Hastings, James	1887-95, 1896-1905

Hirschberg, M. H.	1871-83
* Johnes, Edward R.	1861-63
* Jones, Hiram A.	1878-82
* Jones, Nathaniel	1852-56
* Jacobs, Gilbert E.	1895
* Kerr, George W.	1852-54
* Kimball, Thomas	1864-67, 1873
Kimball, William G.	1899-1907
* King, Stephen	1882-86
* Lawson, John K.	1858-61
* Lawson, Charles J.	1867
* Leonard, Chauncy M.	1869-71
* Leonard, D. Gillies	1852-56, 1862-1864
Lewis, John N.	1870-72
Lozier, Hiram	1896-1905
* Martin, Cyrus B.	1868-73
McCroskery, J. J. S.	1880-87
* McCutcheon, Hugh	1863-66, 1878-79
Merritt, Theodore	1870
Moore, B. B.	1872-75
* Monell, J. J.	1852-54, 1865
* Peck, William E.	1862-64
* Reeve, Charles F. V.	1852
Reilly, John	1872-75
* Ring, Thomas C.	1852-57
* Rogers, Daniel T.	1866-72, 1875-79
Ross, George M.	1892-96
Ross, Edward C.	1896-1907
Ruttenber, E. M.	1857-64, 1866-69, 1882-86
* Scott, David A.	1887-90
* Skidmore, E. T.	1877-81
* Smith, Orville M.	1856-57, 1859-64
Smith, John	1894-98, 1902-06
Smith, L. M.	1881-89
Smith, George C.	1897-1902
Shipp, Samuel E.	1898-1906
* Sneed, Joseph A.	1886-90, Sept., 1890-92

* Thayer, John S.	1855
Valentine, John H.	1890-92
* Van Buren, J. D.	1883-84
Van Dalfsen, J. T.	1883-84
* Wands, William S.	1888-96, 1897 to Nov. 1902
* Ward, Peter	1861-66
Westervelt, John L.	1878-82, 1886-92
Weygant, Charles H.	Nov., 1876-78
* Williams, George A.	1879-83
* Williams, Samuel	1856-58
* Wilson, Nicholas	1867-74
* Woolley, C. N., M. D.	1889-95
Wilson, Jonathan D.	Appointed to fill vacancy Jan., 1893-94, 1896-1901

* Deceased.



State Laws.

An Act to provide for free tuition of non-resident pupils in schools maintaining an academic department and making an appropriation therefor.

Section 1. The sum of one hundred thousand dollars, or so much thereof as may be necessary, is hereby appropriated for the payment by the Comptroller for the tuition of non-resident pupils from schools in this State not maintaining an academic department, who shall be admitted to schools maintaining an academic department without other expense for tuition than that provided in this act. Such payment, however, shall only be made upon the joint certificate of the State Superintendent of Public Instruction and of the Chancellor of the University of the State of New York, in accordance with regulations jointly established by them to such schools as maintain a course of study approved by them, and shall be at the rate of twenty dollars per year for a school year of at least thirty-two weeks, or a proportionate amount for a shorter period of attendance of not less than eight weeks.

Section 2. This act shall take effect immediately.

PHYSIOLOGY AND HYGIENE IN THE PUBLIC SCHOOLS

Article 6 of Title 15 of the Consolidated Schools Laws, provides as follows:

The nature of alcoholic drinks and other narcotics and their effects on the human system shall be taught in connection with the various divisions of physiology and hygiene, as thoroughly as are other branches in all schools under state control or supported wholly or in part by public money of the state, and also in all schools connected with reformatory institutions. All pupils in the above mentioned schools below the second year of the high school and above

the third year of school work computing from the beginning of the lowest primary, not kindergarten year, or in corresponding classes of ungraded schools, shall be taught and shall study this subject every year with suitable text books in the hands of all pupils for not less than three lessons a week for ten or more weeks, or the equivalent of the same in each year, and must pass satisfactory tests in this as in other studies before promotion to the next succeeding year's work.

In all schools above mentioned all pupils of the lowest primary, not kindergarten, school years or in corresponding classes of ungraded schools shall, each year, be instructed in this subject orally for not less than two lessons a week for ten weeks, or the equivalent of the same in each year by teachers using text-books adapted for such oral instruction as a guide and standard and such pupils must pass such tests in this as may be required in other studies before promotion to the next succeeding year's work.

The law further provides that no public money of this state shall be apportioned by the state superintendent of public instruction or paid for the benefit of any city until the superintendent of schools therein shall have filed with the treasurer of such city an affidavit and with the state superintendent of public instruction a duplicate of such affidavit that he has made thorough investigation as to the facts, and that to the best of his knowledge, information and belief all the provisions of this act have been complied with in all the schools under his supervision in such city during the last preceding legal school year.

DISPLAY OF UNITED STATES FLAG.

Chapter 481, laws of 1898, provides :

That it shall be the duty of the school authorities of every public school in the several cities and school districts of the state to purchase a United States flag, flag-staff and the necessary appliances therefor and to display such flag upon or near the public school

building during school hours, and at such other times as such school authorities may direct. When the weather will not permit it to be otherwise displayed, it shall be placed conspicuously in the principal room in the school-house.

VACCINATION OF SCHOOL CHILDREN.

Chapter 661, of the laws of 1898, provides as follows:

No child or person not vaccinated shall be admitted or received into any of the public schools of the state, and the trustees or other officers having the charge, management or control of such schools shall cause this provision of the law to be enforced. They may adopt a resolution excluding such children and persons not vaccinated from such schools until vaccinated, and when any such resolution has been adopted, they shall give at least ten days notice thereof by posting copies of the same in at least two public and conspicuous places within the limits of the school government, and shall announce therein that due provision has been made, specifying it, for the vaccination of any child or person of suitable age desiring to attend the school and whose parents or guardians are unable to procure vaccination for them, or who are by reason of poverty exempted from taxation in such district.

The law further provides that the trustees of the several school districts of the state shall include in their annual report the number of vaccinated and unvaccinated children of school age in their respective districts.

COMPULSORY EDUCATION LAW.

The Compulsory Education Law as revised by the legislature of 1903, provides as follows:

1. *Required attendance upon instruction.*—Every child between eight and sixteen years of age, in proper physical and mental condition to attend school, shall regularly attend upon instruction at a school in which at least six common school branches of reading, spelling,

writing, arithmetic, English grammar and geography are taught, or upon equivalent instruction by a competent teacher elsewhere than at a school, as follows: Every such child between fourteen and sixteen years of age, not regularly and lawfully engaged in any useful employment or service, and every such child between eight and fourteen years of age, shall so attend upon instruction as many days annually, during the period between the first days of October and the following June, as the public school of the district or city in which such child resides, shall be in session during the same period. If any such child shall so attend upon instruction elsewhere than at a public school, such instruction shall be at least substantially equivalent to the instruction given to children of like age at the public school of the city or district in which such child resides; and such attendance shall be for at least as many hours of each day thereof as are required of children of like age at public schools; and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required than is allowed in such public school to children of like age. Occasional absences from such attendance, not amounting to irregular attendance in the fair meaning of the term, shall be allowed upon such excuses only as would be allowed in like cases by the general rules and practice of such public school.

2. *Duties of persons in parental relation to children.*—Every person in parental relation to a child between eight and sixteen years of age, in proper physical and mental condition to attend school, shall cause such child to so attend upon instruction, or shall present to the school authorities of his city or district proof by affidavit that he is unable to compel such child to so attend. A violation of this section shall be a misdemeanor, punishable for the first offense by a fine not exceeding five dollars, and for each subsequent offense by a fine not exceeding fifty dollars or by imprisonment not exceeding thirty days, or by both such fine and imprisonment. Courts of special sessions and police magistrates shall, subject to removal as provided in sections fifty-seven and fifty-eight of the code of criminal procedure, have exclusive jurisdiction in the first instance to hear, try and de-

termine charges of violations of this section within their respective jurisdictions.

3. *Persons employing children unlawfully to be fined.*—It shall be unlawful for any person, firm or corporation to employ any child under fourteen years of age, in any business or service whatever, during any part of the term during which the public schools of the district in which the child resides are in session; or to employ any child between fourteen and sixteen years of age who does not, at the time of such employment, present a certificate signed by the superintendent of schools or by the principal or the principal teacher of the city or district in which the child resides or by the principal or the principal teacher of the school where the child has attended or is attending, or by such other officer as the school authorities may designate, certifying that such child during the school year next preceding his application for such certificate, has attended for not less than one hundred and thirty days the public schools, or schools having an elementary course equivalent thereto, in such city or district and that such child can read and write easy English prose and is familiar with the fundamental operations of arithmetic; and any person who shall employ any child contrary to the provisions of this section shall, for each offense, forfeit and pay to the treasurer of the city or village, or to the supervisor of the town in which such child resides, a penalty of fifty dollars, the same, when paid, to be added to the public school moneys of the city, village or district in which such child resides.

4. *Arrest of truants.*—The attendance officers may arrest without warrant any child between eight and sixteen years of age, found away from its home, and who then is a truant from instruction, upon which he is lawfully required to attend within the city or district of such attendance officer. He shall forthwith deliver a child so arrested either to the custody of a person in parental relation to the child, or of a teacher from whom such child is then a truant, or, in case of habitual and incorrigible truants, shall bring them before a police magistrate for commitment by him to a truant school as provided according to law. The attendance officer shall promptly report such arrest, and the disposition made by him of such child, to the school authorities of the said city, village or district where such

child is lawfully required to attend upon instruction, or to such person as they may direct.

5. *Withholding the state moneys by state superintendent.*—The state superintendent of public instruction may withhold one-half of all public school moneys from any city or district, which, in his judgment, willfully omits and refuses to enforce the provisions of this act, after due notice, so often and so long as such willful omission and refusal shall, in his judgment, continue; whenever the provisions of this act have been complied with, all moneys so withheld shall be paid over by said state superintendent to such city or district.



CHAPTER 201, OF THE LAWS OF 1901.

AN ACT providing for fire drills in the schools of this state.

*Became a law, March 27, 1901, with the approval of the governor,
Passed, three-fifths being present.*

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. It shall be the duty of the principal or other person in charge of every public or private school or educational institution within the state, having more than one hundred pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time and without confusion or panic. Such drills or rapid dismissals shall be held at least once in each month.

Sec. 2. Neglect by any principal or other persons in charge of any public or private school or educational institution to comply with the provisions of this act shall be a misdemeanor punishable at the discretion of the court by fine not exceeding fifty dollars. Such fine to be paid to the pension fund of the local fire department where there is such a fund.

Sec. 3. It shall be the duty of the board of education or school board or other body having control of the schools in any town or city to cause a copy of this act to be printed in the manual or handbook prepared for the guidance of teachers, where such manual or handbook is in use or may hereafter come into use.

Sec. 4. The provisions of this act shall not apply to colleges or universities.

Sec. 5. This act shall take effect June first, nineteen hundred and one.

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ANNUAL REPORT
Board of Education
NEWBURGH, N. Y.



Adopted
at the 10th Year Meeting, held January 20,
1900, at the Board Room, Newburgh, N. Y.



77
JAN 24 1905

ANNUAL REPORT

OF THE



Board of Education

(Trustees of Common Schools,)

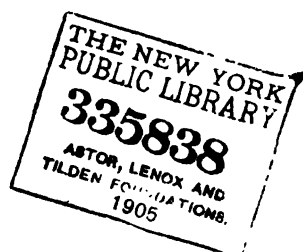
CITY OF NEWBURGH, N. Y.

For the School Year Ending June 30,

AND THE

Fiscal Year Ending September 30,

1904.



School Calendar

1903-4.

September 14	First Term Began
November 26 and 27.....	Thanksgiving Holidays
December 24—January 4, 1904.....	Holiday Vacation
January 29	First Term Ends
February 1.....	Second Term Begins
February 12.....	Lincoln's Birthday
February 22.....	Washington's Birthday
April 29 to May 2.....	Spring Vacation
April 29	Arbor Day
May 10 to June 16.....	Annual Examinations
May 30.....	Memorial Day
June 22	Commencement Exercises
September 12.....	School opened for the year 1904-1905
November 24 and 25.....	Thanksgiving, 1904
December 23 to January 3, 1905.....	Holiday Vacation

School Sessions.

Forenoon, 9 to 11.30 o'clock.

Afternoon, 1 to 3 o'clock

Tuition of Non-Residents.

High School Department, students admitted under provisions of non-resident tuition act.

Grammar Department, per term.....\$12.00

Primary Department, per term..... 8.00

Tuition of all non-resident pupils payable in advance.

Free books and school material furnished to all resident pupils.

Non-resident pupils in the Academic Department are charged \$5 per year for school material and use of books.

Members of the Board.

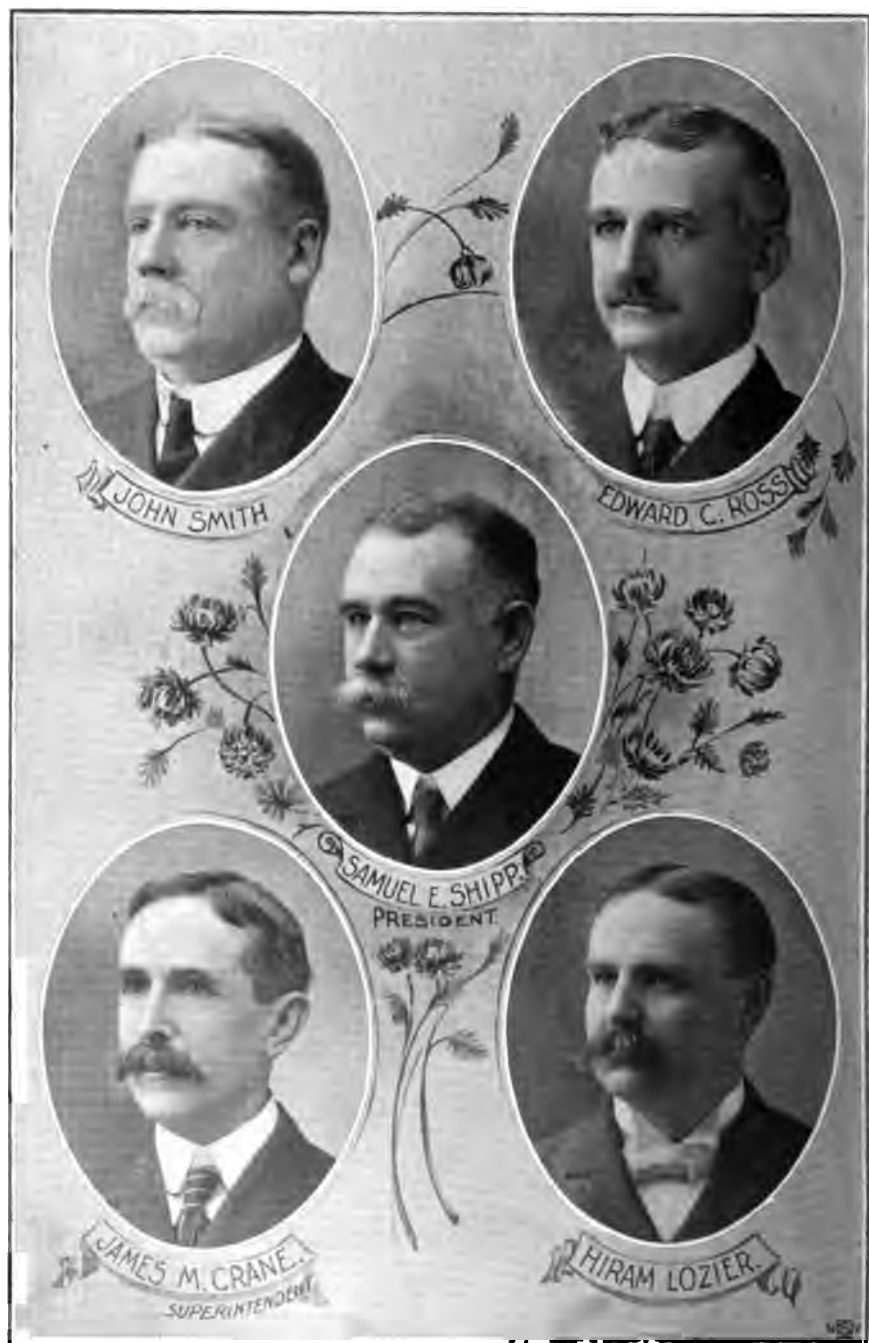
1903-4.

- HIRAM LOZIER.....Term expires March, 1905
Residence, 82 Lander Street.
Business address, Fishkill Landing, N. Y.
- JAMES HASTINGS.....Term expires March, 1905
Residence, 25 South Miller Street.
Business address, 162 Broadway.
- THOMAS W. GAVEY.....Term expires March, 1905
Residence, 127 Montgomery Street.
Business address, 75 Water Street.
- JOHN SMITH.....Term expires March, 1906
Residence, Grand Street near Broad.
Business address, Grand Street near Broad.
- SAMUEL E. SHIPP.....Term expires March, 1906
Residence, 189 Grand Street.
Business address, 50 Third Street.
- *EDWARD C. ROSS.....Term expires March, 1907
Residence, 526 Broadway.
Business address, Broadway and Washington Street.
- WM. G. KIMBALL.....Term expires March, 1907
Residence, 15 Clark Street.
Business address, 125-131 Washington Street.
- CALEB H. BAUMES.....Term expires March, 1908
Residence, 67 Farrington Street.
Business address, 54 Second Street.
- WILLIAM R. PERKINS.....Terms expires March, 1908
Residence, 54 Dubois Street.
Business address, 240 Broadway.

*Resigned Nov. 10, 1904.

A. Lincoln J. Miller appointed to fill vacancy Dec. 6, 1904.





Board of Education
1904.



Board of Education
1904.

Officers of the Board.

ELECTED MARCH 9, 1904.

SAMUEL E. SHIPP.....President
JAMES HASTINGSVice-President
JAMES M. CRANEClerk
THOMAS M. HAWTHORNE.....Librarian
LILLIE O. ESTABROOK.....Assistant Librarian
C. V. A. OAKLEYAssistant Librarian
A. H. F. SEEGERCounsel

JAMES M. CRANE.....Superintendent of Schools
Residence, 31 South Miller Street. Office, Library Building.
Office Hours: 11.30 a. m. to 12.30 p. m., 7 to 8 p. m.

STATED MEETINGS OF THE BOARD, 1904-1905.

March 25, April 29, May 27, June 24, July 29, August 26,
September 30, October 28, November 25,
December 30, January 27, 1905; February 24, 1905.

Stated meetings of the Board are held on the last Friday of each month, in the Board room in the Free Library building, at 7.30 o'clock in the evening.

Annual meeting of the Board on the second Wednesday in March.

Standing Committees.

1904-5.

COMMITTEE ON BUILDINGS .

Thomas W. Gavey, James Hasting, Edward C. Ross.

COMMITTEE ON FINANCE.

Edward C. Ross, Hiram Lozier, Wm. R. Perkins.

COMMITTEE ON LIBRARY.

Hiram Lozier, Caleb H. Baumes, John Smith.

COMMITTEE ON MANUAL TRAINING.

Wm. R. Perkins, William G. Kimball, Thomas W. Gavey.

COMMITTEE ON RULES.

Caleb H. Baumes, Wm. R. Perkins, Wm. G. Kimball.

COMMITTEE ON SCHOOLS.

John Smith, Thomas W. Gavey, Hiram Lozier.

COMMITTEE ON SUPPLIES.

William G. Kimball, Edward C. Ross, James Hastings.

COMMITTEE ON TEACHERS.

James Hastings, John Smith, Caleb H. Baumes.

The President is ex-officio a member of all standing committees.

Annual Estimate.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh, as required by statute of the 5th of March, 1865, submit the following Estimate of the amount of money needed for its expenditures during the year commencing October 1, 1903, and ending September 30, 1904.

Dated, Newburgh, N. Y., the 25th day of May, 1904.

I.

To purchase, lease and improve sites for school houses:

For flagging, sagging, grading and draining school grounds	\$ 750 00
------------------------------------------------------------------	-----------

2.

To build, purchase, lease, enlarge, alter, improve and repair school houses, their outhouses and appurtenances:

For repairs to school buildings	\$ 6,000 00
For constructing and repairing fences...	500 00
For painting and glazing	500 00
	<hr/>
	7,000 00

3.

To purchase, enlarge, improve and repair school apparatus, furniture and appendages:

For new furniture	\$ 200 00
For repairing furniture	100 00
For repairs to heaters, pipes, etc.	1,000 00
For maps, blackboards, etc.	100 00
	<hr/>
	1,400 00

4.

To procure fuel and pay contingent expenses of schools—the Library and salaries:

For fuel and light	\$ 4,000 00
--------------------------	-------------

BOARD OF EDUCATION.

For interest	2,000 00	
For school books, drawing material and supplies	3,500 00	
For incidentals	700 00	
For printing and advertising	750 00	
For janitors' salaries	5,255 00	
For salary of Clerk	2,000 00	
For compulsory education	1,250 00	
	<hr/>	19,455 00

LIBRARY.

For fuel and light	1,000 00	
For salaries	2,400 00	
	<hr/>	3,400 00

5.

To pay teachers' wages due after the appro- priation of all moneys which may be appropriated for that purpose.....	\$ 63,347 00	
Balance on hand	\$ 1,233 41	
State appropriation	11,364 62	
	<hr/>	12,598 03
		<hr/>
		50,748 97
Amount to be raised by tax		\$ 82,753 97
Estimated cost of establishing and maintain- ing Cooking School to October 1, 1904		<hr/>
		1,500 00
		<hr/>
		\$ 84,253 97

E. C. ROSS,
HIRAM LOZIER,
WM. R. PERKINS,
Finance Committee.

Financial Statement.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh submits the following report of receipts and disbursements for the year commencing October 1, 1903, and ending September 30, 1904.

RECEIPTS.

Balance on hand, October 1, 1903.....	\$ 6,903 65
Balance in Library Fund	163 70
Regents of the University	980 33
Interest on Glebe Bonds	798 22
State appropriation	11,364 62
Glebe rents	87 12
Non-resident tuition:	
From the State	917 41
From the parents or guardians.....	755 60
Pay-roll excess	84 62
Library fines	20 19
Error in check	1 20
Sale of Books	16 64
Broken furniture	2 00
Tax levy (1904)	80,500 00
	<hr/>
	\$102,595 30

DISBURSEMENTS.

First.

Construction	\$ 8,767 22
Repairs	4,634 31

Second.

To purchase, enlarge and improve school apparatus, furniture and appendages ...	387 99
---------------------------------------------------------------------------------	--------

Third.

To purchase fuel and pay contingent expenses
of schools, library and salaries:

Fuel and light	4,608	58	
Books and supplies	5,972	64	
Printing	762	39	
Incidentals	757	46	
Manual Training	111	64	
Sewing	4	50	
Compulsory Education	1,229	13	
Library salaries	2,200	00	
Library fund	1,205	05	
Interest	1,819	39	
Clerk's salary	2,000	00	
Janitor's salaries	5,255	00	
Teacher's salaries	62,840	11	
			102,555 41
Balance, Oct. 1, 1904			39 89
			<u>\$102,595 30</u>

DISBURSEMENTS UNDER APPROPRIATE HEADS.

First. Construction account, South St. School:

A. H. Pickens	\$ 2,825	41	
Strong & Bullis	151	56	
Geo. T. Barnes	139	45	
Frederic M. Sneed	310	73	
S. G. Kimball's Sons	11	75	
William Sager	986	17	
Robert Johnston	79	49	
Jas. Bayne	58	25	
Jas. F. Templeton	795	92	
			<u>\$ 5,358 73</u>

Construction account, Academy:

A. H. Pickens, (contract).....	\$ 2,313 49	
Shannon & Co.	1,050 00	
Geo. W. Strong	45 00	
		<u>3,408 49</u>

Second. To build, purchase, lease, enlarge,
alter, improve and repair school
houses, their outhouses and appur-
tenances:

Hewitt & Warden	\$ 10 00	
J. D. Wilson, Jr.....	19 96	
D. M. Kinnear	29 28	
Walter V. Martin	23 24	
Albert C. Smith & Co.....	1 10	
S. G. Kimball's Sons	119 89	
Shannon & Co.	116 86	
F. Gerard Wood	8 05	
Coldwell Lawn Mower Co.....	14 39	
International Heater Co.	29 45	
Jas. Hastings	1,041 09	
A. H. Pickens	17 63	
B. B. Moore	2 20	
Newburgh Planing Mill	21 24	
William H. Daniels	10 04	
Frederic M. Sneed	24 08	
Jas. N. Firth	35	
C. G. Waring	89 77	
Jas. F. Neill	9 69	
Walter E. Allwood	7 20	
Daniels & Kernahan	11 50	
Jas. M. Crane	12 25	
Hamilton & Todd	1,143 15	
William F. Martin	60 29	
William Nixon	25 48	
J. D. Wilson	777 14	

West Shore Railroad	36 00	
Jas. F. Templeton	751 69	
Geo. W. Strong	168 99	
Jas. Stewart	42 26	
Daniel Irwin	8 55	
Peck & Van Dalfsen	50	
	<hr/>	4,634 31

Third. To purchase, enlarge, improve and repair school apparatus, furniture and appendages:

J. Warren Mead	\$ 55 25	
Peck & Van Dalfsen	163 48	
N. S. Taylor	45 00	
Easman & Co.	2 00	
R. H. Gorrie	1 00	
William Bartells	11 75	
L. E. Knott App. Co.	43 51	
Ward's Nat. Sci. Estab.....	25 00	
John Joyce	34 75	
Ives Polish Co.	6 25	
	<hr/>	387 00

FUEL AND LIGHT.

Fourth. To provide fuel and pay the contingent expenses of the Free Library and salaries of the Clerk, Librarians and Janitors:

Newburgh Light, Heat & Power Co....	\$ 908 32	
S. Whitaker	30 50	
W. H. Kay	86 50	
King Coal Co.	2,969 26	
Estate of J. J. O'Grady	8 00	
Joseph W. Hey	2 10	
Geo. S. Weller	603 90	
	<hr/>	4,608 58

INCIDENTALS.

Uriah Traphagen	\$ 78 18
Mrs. A. S. Oakley	40 00
Jas. M. Crane	231 64
Colonial Telephone Co.	91 67
Jessie Horobin	2 90
Stearns & Beale	4 00
Muchattoes Lake Ice Co.	17 68
Educational Publishing Co.	2 00
Educational Review	3 00
J. Scott Wiseman	25 00
E. L. Kellogg & Co.	1 50
Review of Reviews	6 00
Joseph Johnson	1 00
N. Y. Education Co.	1 00
J. T. Pryer	2 25
Jacob Lewis	2 00
L. P. Waite & Co.	5 00
John Geyer	11 75
Newburgh Planing Mill Co.	16 10
Chas. E. Moscow	30 00
F. M. Taylor	125 00
Jonathan Sterling	8 85
George Crawshaw	14 35
John T. Collins	15 00
A. M. Cook & Son.	8 00
University Chicago Press	1 50
Coldwell Lawn Mower Co.	1 09
Hewitt & Warden	1 50
American School Board Journal	1 00
J. J. Lockskin	3 50

757 46

FREE BOOKS AND SUPPLIES.

Maynard, Merrill & Co.	\$ 308 51
Ginn & Co.	604 28

Prang Education Co.	514 38
American Book Co.	1,060 25
E. L. Kellogg	1 00
Frank G. Wilkes & Co.	158 80
Theo. Merritt's Sons	24 24
Allyn & Bacon	34 35
Peckham, Little & Co.	255 19
Silver-Burdette & Co.	294 87
Addison Johnson	153 00
Eldridge & Bro.	26 04
Logan & Macdonald	37 79
Weed & Bagshaw	107 69
N. S. Smith	742 28
Newburgh Journal Co.	22 25
Geo. W. Green	552 44
Thos. M. Pope	101 29
Jas. Bayne	6 20
Robert Johnson	29 75
A. H. Osborn & Co.	27 00
W. R. Perkins & Co.	6 20
C. A. Nichols Co.	6 00
Queen & Co.	26 05
J. B. Quinlan	40 00
Joseph W. Hey	2 00
Newburgh Planing Mill Co.	2 15
R. R. Witter	18 20
D. C. Heath & Co.	200 68
The Palmer Co.	3 00
Joslin & Carpenter	2 40
D. J. Hyndman	9 25
Chas. E. Keefe	66 70
Milton Bradley Co.	5 49
Lawson Hardware Co.	70 54
Rand-MacNally & Co.	27 04
Burnett & Gavey	89 78
Longmans-Green & Co.	20 20
Holden Pat. Bk. Cover Co.	53 00

Hinds & Noble	43 20	
N. Y. Education Co.....	9 00	
Ives Polish Co.	2 25	
Henry Holt & Co.....	8 88	
Belknap & McCann	2 00	
Joseph Van Cleft	2 25	
Mailler & Doyle	45	
Easman & Co.	2 50	
Shuart & Embler	8 67	
Mark Crawshaw	7 10	
Johnson Hardware Co.	37 85	
Buxton & Snyder	39 95	
Hinds-Noble & Eldridge	44 00	
Houghton-Mifflin & Co.....	25 88	
Scott-Foresman & Co.	14 59	
George Deyo	4 59	
E. Steiger & Co.....	8 70	
E. O. Vaile	1 50	
		5,972 64

MANUAL TRAINING.

Jas. F. Templeton	20 66	
Jas. M. Crane	6 51	
Newburgh Planing Mill Co.....	84 41	
		111 64

SEWING.

G. R. Williams	4 50
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COMPULSORY EDUCATION.

C. B. Galatian	\$ 600 00	
C. B. Galatian, (traveling expenses)...	11 02	
Mrs. Richard M. Hoe	515 23	
N. Y. Catholic Protectory	102 88	
		1,229 13

BOARD OF EDUCATION.

LIBRARY.

Thomas M. Hawthorne	\$ 1,000 00	
Lillie O. Estabrook	800 00	
C. V. A. Oakley	400 00	
	<hr/>	2,200 00
James M. Crane, Clerk and Superintendent		2,000 00
Interest		1,819 39

JANITORS.

Alexander J. Withers	\$ 875 00	
Jonathan Sterling	800 00	
James S. Wands	900 00	
John Stone	600 00	
J. T. Pryer	1,000 00	
E. Wiltsie	480 00	
E. Sterling	600 00	
	<hr/>	5,255 00

PRINTING.

Newburgh Press Co.	\$ 55 74	
Newburgh Journal Co.	448 30	
Newburgh Register	74 30	
Commercial Printing Co.	41 25	
Newburgh News P. & P. Co.	138 30	
A. Woolsey	4 50	
	<hr/>	762 39

LIBRARY FUND.

N. B. Lent	\$ 5 00
R. R. Bowker	16 50
Funk-Wagnalls Co.	18 00
Newburgh Journal Co.	127 85

Thos. M. Pope	127 84
J. H. Horton	186 94
N. S. Smith	229 56
The Index Pub. Co.	1 50
John W. Cadby	26 50
Newburgh News P. & P. Co.	210 90
Geo. W. Green	234 31
Perkins Book Co.	10 00
N. E. Historical & Gen. Soc.....	3 00
H. W. Wilson	3 00
N. Y. Gen. & Biog. Soc.	3 00
William T. Davis	2 00
International Quarterly	4 00
History of Long Island	2 00
Curator, D. A. D.	3 00
Ralph Le Fevre	5 00
Balch Bros.	38 20
Gilbert Cope	1 00
J. B. Crabtree	1 95
Mayflower Descendants	2 00
The Dial Co.	2 00
Romeyn B. Hough	5 00
Sec. Commonwealth of Mass.	6 50
F. W. Bailey	1 50
Stevenson-Smith Co.	5 00
Sterling Potter	13 00
The Scarborough Co.	2 00
Gustav Stickley	9 00
Long & Miller	9 00
C. S. Williams	6 00
Jas. T. White	8 00
A. C. McClurg & Co.	5 00

1,335 05

TEACHERS' WAGES.

W. H. Doty	\$ 1,500 00
C. W. Lockwood	1,000 00

David C. Scott	1,000 00
Dora M. Townsend	1,000 00
Agnes McFadden	641 25
H. P. Collins	85 00
Ida C. LeRoy	850 00
Anna Jewell	750 00
E. B. Scott	850 00
R. Bell Chapman	750 00
Anna M. Tole	576 10
Jane A. Carmichael	750 00
Jennie Marvel	750 00
Katherine Lozier	615 00
Alice R. Hitchcock	600 00
Elizabeth Sheridan	600 00
Marietta Shaw	600 00
Georgiana Greenwood	364 00
A. J. Hutchison	1,300 00
W. B. Sanxay	226 00
S. W. Holdredge	200 00
Mabelle C. Bond	447 50
W. H. Kelly	1,300 00
Anna P. Hasbrouck	450 00
Kate A. Flanagan	500 00
Mary F. Van Wyck	450 00
Eliza W. Kidd	450 00
Caroline Millsbaugh	450 00
Gertrude Van Cleft	450 00
Annie Clark	450 00
Mary E. Wilson	450 00
Anna M. Barnes	440 00
Mary E. Garvey	450 00
Almira Seaman	450 00
Sarah K. Bannon	458 75
Agnes McCullough	450 00
Eva G. Penney	450 00
Jennie M. Boyd	450 00

Elberta Ames	450 00
Chas. E. Snyder	1,300 00
Clara L. Shaffer	447 75
Emma C. Barnes	500 00
Emma Everitt	480 00
Grace A. Minty	373 50
Effie L. McConnell	450 00
Mary A. Smith	895 50
Harriet A. Van Duzer	450 00
Helen G. Montfort	450 00
Jean Moss	401 63
Carrie B. Ronk	450 00
Olive R. Cronin	450 00
Margaret J. Fowler	450 00
Bessie L. Marden	294 75
Isabella H. Dougherty	450 00
Jessie F. Vincent	448 31
Sarah F. Snowden	450 00
Agnes Templeton	600 00
M. H. Dusingbury	1,300 00
Annie E. Bayles	600 00
May E. DeLancy	502 50
Elizabeth Totten	500 00
Lillie A. Brundage	450 00
Jean C. Hamilton	450 00
Mary B. McCullough	450 00
Alice H. McConnell	450 00
Martha G. Henderson	450 00
Margaret J. Fawcett	450 00
Mabel T. Leeper	450 00
Anna E. Flanagan	450 00
Anna I. Ryan	450 00
Lilly I. Van Wyck	500 00
Ella A. Chadborn	429 75
Emma F. Wells	427 50
Lucia C. Twiname	450 00
Alice Booth	450 00

Jennie M. Wells	427 50
Bessie M. Cotton	392 44
Mary E. Dougherty	135 00
Sarah M. Clark	450 00
Harriet M. Peck	445 50
Janet M. Barr	450 00
Estelle Hunter	450 00
Agnes C. Miller	900 00
Ida R. Henderson	450 00
Ada M. Meginn	450 00
Mary Caldwell	450 00
Florence E. Beakes	447 75
Nellie Revill	450 00
I. Jeannette Sloan	447 75
Edith I. Grimley	450 00
Eliza Hannan	450 00
Elizabeth L. Gordon	427 50
Emily V. Haigh	450 00
Alberta Van Cleft	450 00
Geo. E. Atwood	1,300 00
Helen R. Ruttenber	450 00
Clara E. DeLancy	500 00
Emma R. Weed	405 00
Anna M. Wiltsie	450 00
Lillie H. Fowler	500 00
Grace L. Smiley	447 75
Jessie Holland	301 00
Margaret M. Shaw	450 00
Josephine Jansen	450 00
Mabel K. Shaw	447 75
Abbie L. Colden	450 00
Fannie R. Laib	450 00
Florence Van Duzer	405 00
Maud I. Winans	450 00
Harriet J. Fowler	450 00
Anna Egan	450 00
Frances A. Ritchie	450 00

Helen R. Hunter	450 00	
Louisa Fleming	319 50	
Emma Colden	600 00	
Ethel Harris	45 00	
Clara G. Fleming	274 26	
Maude Poyer	152 29	
Helen Kerr	13 51	
Geraldine Smiley	158 00	
Ethel Wilcox	41 38	
Anna Stubbs	3 38	
Jennie Gordon	26 21	
Olive Withers	81 06	
Bessie Monell	5 92	
Emma K. Wolfe	106 35	
Adelaide Kidd	14 35	
Florence Theall	85	
Nellie Brooks	1 69	
Jennie Mitchell	112 55	
Nellie Bennett	120 12	
Margaret M. Malloy	168 95	
Irene McCord	21 12	
N. Waring Barnes	29 63	
Mabel Cromwell	34 65	
Edith Miller	1 69	
Sarah M. Lahey	3 38	
Jennie McGiffert	1 69	
Edith Avery	28 12	
Mabel Daniher	45 00	
Bessie Delaney	10 98	
Loretta Theall	33 75	
	<hr/>	62,840 11
		<hr/>
		\$102,555 41
Balance on hand Oct. 1, 1904.....		39 89
		<hr/>
		\$102,595 30

Balance in General Fund	\$	6	19	
Balance in Library Fund		33	70	
				<hr/>
	\$			39 89

Newburgh, October 1, 1904.

We have examined the above financial statement and certify the same to be correct.

E. C. ROSS,
HIRAM LOZIER,
WM. R. PERKINS,
Finance Committee.

Superintendent's Report.

To the Board of Education,

Gentlemen:—I would respectfully submit this, my fourth annual report of the public schools of this city for the year ending September 30, 1904.

STATISTICS.

Population of the city, estimated	25,000
School population (5 to 18)	5,845
Total net enrollment of pupils	4,231
Aggregate days' attendance	590,305
Average membership	3,449
Daily attendance per cent. of average membership.....	92.2
Number of school buildings	6
Number of sittings (single desks)	3,971
Number of pupils registered Sept., 1904.....	3,796
Number of pupils registered Sept., 1903.....	3,761
Gain in registration (1904).....	35
Number of regular teachers employed	109
Number of class rooms	97
Number of pupils to a room (total registration).....	43
Number of pupils to a room (average membership).....	35
Number of pupils graduated from Grammar Dept., 1904..	140
Number graduated from the Academy, 1904.....	40
Cost of teaching and supervision	\$ 64,840.11
For all other school expenses, exclusive of construction account	28,948.08
Construction account	8,767.22
Total expenditures	\$102,555.41
Cost per pupil based on cost of teaching and supervision (total net enrollment)	\$ 15.32
The same based on ordinary expenses	22.17

The same based on total expenses	24.24
Cost per pupil, based on average daily attendance :	
For teaching and supervision	19.76
For all ordinary expenses, including teaching and supervision	28.58
Number of children of school age (5 to 18) attending private schools	1,111
Number of children in the city between the ages of 8 and 14, June 30, 1904	2,787
Number between 8 and 14 registered as attending public schools during the year	2,347
Number of such children receiving instruction elsewhere was	365
Average daily attendance of such children at public schools was	1,902
Average daily attendance of such children elsewhere was..	325
Number of children over 14 and under 16 attending public schools during year.....	431
Receiving instruction elsewhere	129
Number of cases investigated by truant officer was	1,090

ATTENDANCE.

The schools were in session, including legal holidays, 192 days.

Our attendance was greatly reduced, especially in the primary grades, by an epidemic of measles, which prevailed throughout the city during the whole winter and spring.

The net enrollment was 4,231, 94 more than the preceding year, and the average daily attendance 3,281, an increase of 152 over last year. The number of children of school age (5 to 18) in the city June 30, 1904, was 5,845, an increase of 90 over last year. That the gradual increase from year to year in registration and attendance is greater than the increase in the school population is doubtless due to the united efforts of our efficient attendance officer and the principals.

Lack of parental authority, poverty and in some cases indifference of parents to their children's welfare, operate against an en-

tirely satisfactory enforcement of the compulsory education law. We made faithful, and upon the whole, successful efforts during the year to enforce the law. We hope to accomplish better results the coming year.

Nine boys were sent to the truant school during the year.

The voluntary yearly Thanksgiving offerings of clothing and money made by the pupils for the relief of needy school children, have been very helpful in keeping those children in school. Last year \$219.47 was received, besides a large amount of clothing.

Our first year classes continued to be crowded, making it necessary in some cases to divide classes into half-day sections. The crowding of classes in the grades above the first year was remedied by transferring pupils from one school to another. As the distances between our different schools are not great this can be done without serious inconvenience to any one.

SCHOOL WORK AND DISCIPLINE.

On the whole our year's school work will compare favorably with that of previous years. The teachers made earnest and untiring efforts for the progress of their pupils. The usual proportion of pupils were promoted. Although care is exercised in grading, it rarely happens that all the pupils of a class are promoted as, for various reasons, it requires some children a longer time than others to do the same work.

One hundred forty were graduated from the Grammar School department and forty from the Academic department.

The annual exhibits of pupils' work in drawing, held in the Academy, and of manual training, held in the manual training school, testify to the excellence of the work in these departments. Last year's exhibit was exceptionally good.

At the beginning of the year Mr. Thomas Coldwell, of this city, offered \$25 in prizes to the boys of the manual training school for the best inventions or suggestions in the line of their work. The first and fourth prizes, \$10 and \$3 respectively, were awarded to Edward Talcott Moore; second prize of \$5, awarded to Harry At-

wood; third of \$3, to Alfred Blakeney; fifth and sixth prizes, \$2 each, to Joseph Taylor.

These prizes were presented with appropriate remarks by Mr. Coldwell at the manual training school on the evening of June 21. It was an occasion of much interest to the prize winners and the large audience present.

As to the discipline, it may be said that self-control, fairness and sympathy with children, combined with firmness and decision, are essential qualities in a teacher for success in the management of pupils.

We aim to treat our pupils with courtesy and perfect fairness and the cases are exceptional in which they do not cheerfully comply with the requisitions of their teachers. That school is not best governed in which the hand of authority is in constant evidence. Self-government is our underlying principle. We try both by precept and example to encourage in pupils the habit of self-control, to do right, not under pressure, but of their own volition as a moral obligation. This plan cultivates self-reliance, a friendly, loyal spirit, and is, in my opinion, the best calculated to aid in that most important end to be attained in true education, the building up of character.

IMPROVEMENTS AND REPAIRS.

The board made its annual tour of inspection of the school property on May 3, and found the buildings, with the exception of the Academy, in such excellent condition that few repairs were needed. These repairs were ordered and the work was done during the summer vacation. The unsanitary condition of the Academy was very evident to the board, and new sanitary closets were installed during the summer.

It would seem that no further repairs or improvements will be needed in the near future.

RESIGNATIONS AND APPOINTMENTS.

Four of our teachers, Miss Mary E. Dougherty, Miss Bessie L. Marden, Miss Jean H. Moss and Miss Florence Van Duzer, resigned during the year. They were among our most successful teachers.

Owing to the continued ill health of Miss Agnes McFadden, teacher of mathematics and ancient history in the Academy, her services were discontinued at the close of the school year. For twenty-eight years Miss McFadden was a faithful, efficient and conscientious worker in our public schools and will always be held in high esteem by her pupils and fellow teachers.

Five appointments were made, as follows: Mr. H. P. Collins, as teacher of mathematics and ancient history in the Academy. Mr. Collins is a graduate of Rutgers College and taught four years in the high school at New Brunswick, N. J. Miss Ethel Louise Harris and Miss Margaret M. Malloy, graduates of the State Normal College, Albany, N. Y.; Miss Nellie M. Bennett, graduate of New Paltz Normal school, and Miss Bessie M. Cotton were appointed to positions in the primary department.

TEACHERS' MEETINGS.

The usual monthly teachers' meetings were held. The December meeting was favored with a very helpful and interesting address by Mr. Richard E. Coon, principal of the Central Grammar school of Poughkeepsie, on "History in the Public School."

Dr. A. C. McLachlan, principal of Jamaica Normal School, gave an address at the May meeting on "Moral Training," which was listened to with great interest by the teachers.

At the other meetings, the teachers of the different schools read selected or original themes on educational subjects, which were followed by discussions. These meetings ought to be helpful to the teachers.

The usual public exercises were held in all the schools in observance of the birthdays of Lincoln and Washington, Memorial Day and Arbor Day.

ORIGIN AND DEVELOPMENT OF OUR SCHOOL SYSTEM.

As it is about fifty years since the present school system of Newburgh was organized it might be of interest to give a few facts relat-

ing to the schools of Newburgh from their inception to the present. Many of the facts given, especially those relating to the early schools, were kindly furnished by Mr. E. M. Ruttenber.

The City of Newburgh occupies a part of the tract of land, primarily the German Patent, granted during the reign of Queen Anne to the Palatine immigrants, who, driven from the Palatinate of the Rhine by religious persecution, had taken refuge in England. Of this patent, 500 acres were set apart for the support of a minister of the Lutheran Church. By an amended charter, in 1752, this part, which became known to the Glebe, was assigned to the support of a minister of the Church of England and a schoolmaster, and from that period dates the organization of the school system of the city. By the terms of the new charter, this Glebe was sub-divided into 300 acres for general rental, and 100 acres each for the minister and schoolmaster.

In 1797 the Newburgh Free Academy was organized by the trustees of the Glebe. The building was for a time used not only as an Academy for the instruction of youth in the Greek and Latin languages and the different other branches of literature, but as a place for holding the courts of the county, for religious services, town meetings, and various other meetings of the people. The Academy was under the care of the trustees of the Glebe until 1804, when the inhabitants of the patent at a public meeting elected nine trustees to take charge of the school. The Glebe School continued to exist as a juvenile school until the adoption of the present free school system. In 1829 the High School was incorporated and the building completed and opened for pupils in 1830. An act passed by the legislature in 1803 directed that the sum of \$200 of the revenues arising from the Glebe should be paid annually to the trustees of the Academy, and the remainder of the money arising from such annual income be paid to the trustees of the other schools which are or should be hereafter established on the Glebe as the inhabitants should direct. In addition to this revenue received from the Glebe the Academy charged tuition for pupils and other schools were under the ratebill system. On the sixth of April, 1852, an act was passed by the Legislature for the establishment of free schools in the village of

Newburgh, and the Academy, the High School, and the Glebe School ceased to exist as separate organizations.

Very soon afterward the graded system was introduced, making the Academy the senior department, and the primary and intermediate departments were opened in the High School and the Glebe School.

When the free schools were established in 1852, sixteen teachers were employed and the net enrollment of pupils was about 500. In 1857 Washington Street school was built, which materially added to the school accommodations.

Since the establishment of free graded schools the system has steadily advanced. The successive boards of education have been in the main composed of liberal, intelligent citizens, alive to the best interests of the school system and willing to adopt at all times such measures as in their judgment would promote true educational progress.

In 1865, with a population of 13,905, Newburgh became an incorporated city. There were four public schools in the city, with accommodations for less than 2,000 pupils, with an average attendance of nearly 1,200. Thirty-one teachers were employed. With one exception, the buildings were old, inconvenient and with no pretensions to proper heating, lighting and ventilating.

Since Newburgh became a city, in 1865, it has had a gradual growth in population and has made decided improvement in its residences, places of business and public buildings. In no respect has this improvement been more marked than in its school buildings. Five new buildings have been erected, three of which replaced old ones and two were additional.

South Street school was erected in 1867, Grand Street school in 1872, in place of the old High School, West Street school in 1868, in place of the old frame building at West Newburgh; the Academy, in place of the old Academy, in 1886, and Liberty Street school in 1892. To provide room for the constantly increasing number of children, four of these school buildings have been enlarged in later years. The present number of school buildings is six, besides the manual training school, a two-story brick building on Clinton Street, (previously the Glebe) especially fitted up for manual training work.

These six buildings, which contain sittings for 4,000 children, are in excellent condition and are equipped with all the modern improvements. The constant aim of the board has been especially in these later years to provide more room, better light and improved sanitary conditions. It can be truly said that there is not a poorly ventilated, an insufficiently lighted or overcrowded room in our schools at the present time. The number of teachers now employed is 109, and the total net enrollment the past year 4,231. The courses of study have been modified from time to time and new subjects added to meet increasing educational demands. Since 1885 free books and free school material have been furnished to all pupils, drawing has been introduced into all the grades, manual training for the boys in the last five years of the course, and sewing for the girls, from the third to the sixth years inclusive.

The Newburgh Free Library, organized by the Board of Education, September 7, 1852, has proved an important educational factor. This library was formed by a consolidation of the school libraries of the city, to which was added in 1862 the books of the Mechanics' Library Association, which organization disbanded at that time. In 1860 a library building was erected on the corner of Grand and Campbell Streets, adjoining the High School building, at a cost of \$2,494.49. This was occupied until 1872, when the High School and Library building were removed, the present Grand Street school building erected, and a room in the northeast wing fitted up for the accommodation of the library. This was occupied until June, 1877, when the present fine and commodious library building was completed at an entire cost of \$28,276.99.

The library, containing 10,421 volumes, was opened for the delivery of books February 13, 1878. The number of volumes has increased from 10,421 to 30,745, and the yearly circulation from 68,673 to 82,045.

The use which teachers and pupils of our schools daily make of the library renders it a valuable auxiliary to our system of public education.

To unite into a graded school system the separate districts with their antiquated school buildings, inadequate both as to room and equipment for the school children of the village, was the task which

confronted the first Board of Education of the village of Newburgh, in 1852.

The progress of our school system under the administration of the successive boards during the last fifty years is evidence that the foundation was well laid.

The people of Newburgh, to-day, as in the past, through their representatives, the Board of Education, stand for the betterment of our schools. The achievements of the past should be an incentive to future efforts. New problems will arise which must be solved in the right way, if continued success is secured.

ESSENTIALS.

To prepare students for the increasing complexity of modern activities in all lines of endeavor might seem to require that a greater number of subjects should be included in the school curriculum. In order to meet changing social and economic conditions, our colleges and universities are from time to time offering new courses to their students. This would seem to be wise and feasible on the part of these institutions, as their students are required to have at least a fair general education before entering upon these courses. But great care should be exercised before either adding new subjects to the already overcrowded courses of the elementary schools or substituting new subjects in place of those which from long experience had proved of value. Experiments are often costly.

The true aim of education is not the accumulation of facts, but the development of mind and character. In other words, to secure, through proper training, mental acumen, the power of independent thought and action and that fine moral sense essential to success in after life. In our elementary and high school education should be general in its character, rather than technical or special. The end sought should be to lay a broad and secure foundation for all of life's activities, rather than to secure skill in special lines.

To secure this end every course of study should give principal attention to those branches which are generally recognized as essential both for their educational and practical value, namely, read-

ing, writing, spelling, arithmetic, language, with special attention to facility and accuracy in oral and written expression, United States history and geography, in the Grammar school. And these groups; mathematics, language, including literature, science and history, in the High school. In addition to these manual training should have a place in every school curriculum both as a necessary auxiliary in acquiring a general education and for its economic value.

Scientists tell us that there are certain well defined areas of the brain which are specially devoted to the control of the sensory and motor systems and that the cells of these areas and the connective fibres develop and grow solely by the activity of the respective external organs. For example the proper exercise of the eye and the hand are necessary for the development of their respective brain areas.

If from any cause, this exercise is prevented in early life, these brain regions become atrophied, and imperfect brain development results, causing to some degree mental deficiency. While manual training from this point of view is required for complete mental development, it also has a vocational value. It helps to fit for life.

As Dr. Balliet says: "It is the function of education to fit for life; to make the individual intellectually; socially, morally and industrially efficient; to adjust him to his environment. The schools must produce not merely a good man, but a good man who is good for something—good for some special things."

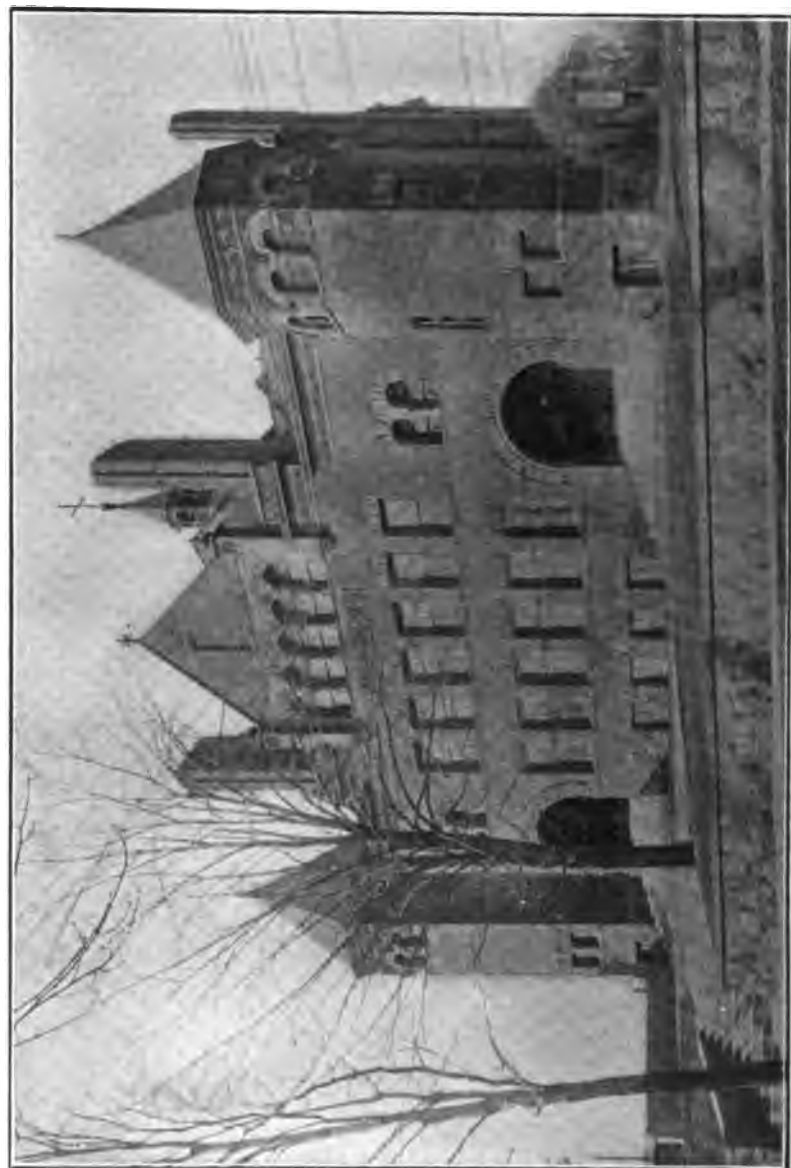
The school authorities have made provision for these essentials to the extent of the means at their disposal, and have always shown a willingness to give careful consideration to any suggested changes in our course of study or any additions thereto which will better fit our pupils for life's duties.

The report of the principals and special teachers which accompany this report give a more complete account of the work in the different schools and departments.

In closing permit me to express to you my sincere appreciation of your courtesy and support.

JAMES M. CRANE.





NEWBURGH ACADEMY.
Montgomery Street Near South.

Report of Principal of Free Academy.

Mr. James M. Crane, Superintendent of Schools,

Dear Sir:—The total registration at the Academy for the year which closed June 22, 1904, was 443. Of this number 353 were in the Academic department and 90 in the eighth Grammar grade. The number of pupils in the Academic department was an increase of 14 over the preceding year. There were 165 boys and 187 girls. The proportion of boys in our upper Academic grades is unusually large in comparison with other high schools. This indicates an appreciation of the advantages of an education on the part of the community and also a curriculum which meets with approval. I believe that our three-year English course and our manual training department largely promote this desirable condition. The public high school has had a remarkable development in recent years. It has been called the "people's college." It best fulfills its function and meets the needs of those who sustain it when it benefits the largest numbers and aids the pupils of average ability rather than when it teaches only the few more favored ones.

The number of non-resident pupils was an increase of 14 over the preceding year, and was 5 less than in 1901. So far the law providing for the payment of non-resident tuition by the state has not greatly affected the attendance.

General good health of the scholars and other favorable conditions, especially the public sentiment of our city, enabled us to maintain the usual very high average attendance and punctuality.

Fifty-one pupils were present every day in the year.

The graduating class numbered forty. Of these two were in the classical course, twelve in the Latin scientific, six in the scientific, and twenty in the English course. Seventeen members of the class are continuing their studies in higher institutions. Nine are in college and eight in normal schools. Two members of last year's class

have also entered college, making the total number to enter college from the Academy this year, eleven.

There are many school activities not confined to the class room. A review of some of them may be of interest in this report.

The usual school entertainments were held during the year. A Thanksgiving reception was given November 25th. The program consisted of selections from Whittier, illustrated by tableaux. The pupils contributed \$61.00 in money and 36 packages of clothing for the school relief fund, also a quantity of fruit and vegetables, which was given to the Visiting Nurse Society.

On December 15th the Quassaick Chapter, Daughters of the American Revolution, presented to the Academy a framed copy of the Declaration of Independence. The presentation was made by Miss Rankin, Regent of the Chapter. President S. E. Shipp, of the Board of Education, accepted the gift; and Dr. A. J. Palmer delivered an address on patriotism.

Lincoln's birthday was commemorated on the afternoon of February 11th. Dr. Clarke Wright gave an address on "Lincoln." The presence of members of the Board of Education and friends of the school, patriotic songs by the pupils and selections by the orchestra, together with the stirring address, tended to fulfill the purpose for which the day was set apart.

On the evening of March 8th, Dr. Iyenaga, of Chicago University, lectured in our assembly room on "Japan, Old and New." The proceeds of the lecture were deposited as a nucleus of a fund to be known as the Academy Student Fund. We hope it may increase until it can be used as a loan fund to assist pupils in college.

Memorial Day was very fittingly observed. Dr. Wm. K. Hall gave us an address and a description of the battle of Chancellorsville, with interesting personal reminiscences. Dr. Hall's graphic description greatly interested the pupils, who have his promise to speak to them again, describing another great battle. Dr. Huntington, also a veteran of the civil war, gave an inspiring address before the school on Flag Day.

The senior literature classes were highly favored by having with them, on the invitation of their teacher, Dr. Green, who read from

Robert Burns; Rev. T. H. Baragwanath, who read from Tennyson; Mr. W. C. Anthony, from Oliver Wendell Holmes, and Editor McLaughlin, of Cornwall, from Shakespeare.

Arbor Day was appropriately observed. The Class Day exercises of the graduating class, held upon the lawn, were the first of the kind at the Academy, and were a credit to those who planned and those who carried out the varied program. The interest was so great that it is probable Class Day will become a regular feature of commencement week.

The Academy maintains most of the pupil organizations which afford scope for varied abilities, develop initiative and leadership, and assist to promote a helpful *esprit de corps* in the school.

Our athletic association deserves commendation for its business-like methods and the high standard it has set for clean, manly sports. It supports a football team, a track team, a baseball team and sometimes a hockey and a tennis team. Its finances are carefully managed and all accounts are paid through the bank. Its constitution and also the student sentiment forbid the playing of any but regular members of the school.

The boys' Franklin Debating Society, and the girls' Alpha Debating Society, post weekly programs, hold public debates in the assembly room and sometimes with other schools. Those who participate in their activities are acquiring much that will be of permanent value to them.

The aims of the Pi Epsilon Pi fraternity are chiefly social. It should be democratic, promote unity, loyalty and helpfulness.

The *Academy Graduate*, published monthly by the senior class, is usually a source of income for the class treasury. It is well supported, compares favorably with its school contemporaries, is a credit to its management and places the class in touch with other high schools as widely separated as Massachusetts and California.

The Cecelian Club and Academy orchestra furnish music at our entertainments and are justly a source of pride to the school.

The work of the year, on the part of the teachers, was marked by unselfish devotion to duty and interest in the welfare of their classes.

Our pupils, with a few exceptions, are ambitious to succeed.

They are very loyal to their school and in sympathy with their teachers. The greater part of them do faithfully their assigned tasks, gain power by the use of faculties and the will, and succeed in the work of the year.

We should not, however, undervalue our work with the less gifted or with those of weaker will and power of application and self-control. We often witness in them victories in self-mastery, due to helpful environment, added maturity, the consciousness of power gained or new incentives which produce results very gratifying to the patient teacher, and possibly of more credit to the school than the brilliant success of their more favored classmates.

Our fine reference library still needs better accommodations. Our facilities for work in the biological sciences are inadequate. The chemical laboratory should be improved. We wish that the work in music were as well organized and produced as satisfactory results as the work in drawing. Some of our classes are still too large for the best progress of the pupils.

I wish to take this opportunity to express my appreciation of faithful work done by the teachers, for the progress of their pupils and to maintain the reputation of our school; and to thank the Board of Education for generous consideration, and the Superintendent for helpful advice and assistance.

Respectfully submitted,

WILLIAM H. DOTY.

3



WASHINGTON STREET SCHOOL,
Cor. William Street.

Report of Principal of Washington St. School.

Mr. James M. Crane, Superintendent of Schools,

Dear Sir:—Our school opened in September of last year with six hundred thirty-eight pupils. In the sixth grade there were so many that it became necessary for us to ask for the transfer of more than twenty pupils. The three classes of the first grade were so large that we were obliged to form a half-day class, and so relieved the pressure in that grade. During the year we had in attendance seven hundred seventy-eight pupils of all grades, with an average attendance of five hundred eighty-three. Our attendance was good for the first half of the year, after which time it was quite seriously interfered with by an epidemic of measles. The disease was of a mild type and but few deaths occurred.

Our school library now numbers four hundred eighty-seven volumes. During the year twelve hundred twenty-nine books were taken out by the pupils.

Revolutions never go backward, it is said, yet in the matter of penmanship it would be well if they did. The old system of slant writing used for so many years, has, as you know, been superseded by vertical and semi-vertical methods, the effect of which has been, in many instances, to induce pupils to contract the habit of writing backhand. I have spoken of this matter in a former report, yet deem it of sufficient importance to again call your attention to it, hoping that something may be done to produce writers that business men will seek for rather than avoid.

Since writing the above I find the following little editorial in *American Education*, that I take the liberty of quoting.

"It has dawned upon the school authorities of some cities that the pupils are to be fitted for business standards already established. A feeling of distrust as to the advisability of teaching children vertical handwriting has arisen and inquiries are being made of business men as to what form of penmanship they approve. The slant sys-

tem is generally preferred by commercial houses, but business interests have had small influence in matters of education. It is a wise thing to allow the practical demands of business to replace theory in some of the essential subjects taught in the school room."

In addition to the several readers and books for supplementary reading in the several classes there have been added in our fifth grade "Around the World, Third Book," and in the seventh grade, "The Story of the Empire State." The improvement made in our reading since the introduction of Ward's books is now being felt in the higher grades.

The various anniversary days authorized were duly observed with appropriate recitations, songs, etc.

Concerning infectious diseases, we learn in many instances of their existence and require children living in houses where such diseases are, to return to their homes, as required, before official notification reaches us through the proper channels, and it seems as though physicians and others interested cannot exercise too much caution in reporting all such cases to you with as little delay as possible.

It is my custom to visit all rooms in the building each day of the school year so as to be of assistance, where possible, to the teachers of the several grades, in looking after attendance, discipline, and the general welfare of the school.

All of the number work done in the second grade must be read aloud by the several teachers, they having one copy each of "Wentworth's First Steps in Number." This is a serious tax upon the vocal organs which might be remedied by the placing in the hands of the pupils, of copies of an easy primary arithmetic. This would not only relieve the teachers in the matter spoken of above, but it would also be of great assistance to the little ones in learning to read, as well as in applying what had been read by them. Should you agree with me in this suggestion, will you kindly call the attention of the proper committee to the matter, that desired action may be taken for the future.

I find a very limited knowledge of reading music by note, beating time, etc., etc., among pupils of the higher grades that come to us from other schools, and would suggest that teachers in all of our

schools be required to give more time to the consideration of that subject. Many in the seventh and eighth grades know little more of music than those who come to our floor from the third grade of the primary department.

Our teachers as a rule are quite regular in their attendance upon school duties, yet we required the services of substitutes for eighty days of the school year, most of the absences being caused by illness. Seven of our teachers were present every day and two others were absent but one half day each. There was but one case of tardiness. with this exception all were registered on time for every session.

In many instances parents are responsible for the irregularity in the attendance of their children and trivial causes that seemingly might be avoided are given as excuses for absence. When pupils are not in their places we are very particular in ascertaining the reason for non-attendance.

Nine pupils were absent during the year without the permission of their parents and are classed as truants.

If the state authorities could be induced to establish a school for truants and incorrigibles it would, in my opinion, be a step in the right direction.

I am pleased to report that our teachers are always ready to work for the interests of our school, its pupils, and its patrons.

For an efficient and helpful superintendent, a well equipped school building, and abundant supplies, we are all grateful to the constituted authorities.

Respectfully yours,

WM. H. KELLY,

Principal Washington St. School.

Newburgh, Oct. 12th, 1904.

Report of Principal of Grand Street School.

Mr. James M. Crane, Superintendent of Schools,

The termination of another school-year furnishes the occasion and the necessity for another report of the work and the condition of the Grand Street School. In the discharge of this duty, I beg leave to offer for your consideration, a few suggestions relating to some features of the work.

One very desirable change was made by the removal of a number of desks from most of the rooms; thus the seating capacity was so reduced as to prevent overcrowding. The rooms will now accommodate only classes of suitable size to insure the best work. By reducing the number of pupils in the school, we are enabled to secure more perfect grading. Pupils are not necessarily advanced to, nor retained in, grades for which they are not properly fitted, because there is not room for them in the lower classes.

The whole number of pupils registered during the year is 721. The greatest number reported present at any one time is 592, on September 25, 1903; the smallest number is 465, on March 4th. This falling off in attendance was largely due to the prevalence of measles, from the effect of which our schools suffered more than for several years past. This and some other children's diseases were so serious as to reduce the attendance in the lowest classes fifty per cent. or more for a considerable length of time.

While our first year classes have been less crowded than heretofore, there were still so many children for that grade that it was deemed impracticable to do away with the half-day classes, therefore they have been continued. I am confident this was the wiser course, since it enabled the teachers to do more personal work with their children, resulting in more satisfactory progress.

There is one respect in which the work of this grade is seriously hampered; that is the practice of admitting beginners at any and all times. I think it would be well to adopt a regulation that such chil-





GRAND STREET SCHOOL,
Cor. Campbell Street

dren should be admitted only at the beginning, and the middle of the school-year—say in September and February. With our present method of teaching, children who enter after the class is well started are unable to make much if any progress without more individual attention than the teacher is able to give them. For the best interest of all, it is essential that they start as nearly together as possible.

The general work of the school has gone on very much as during previous years with equally satisfactory results. The greater portion of the pupils in the various grades were promoted, but many of them had to pass the official examination in one or more subjects. About one-third of those in the Grammar grades reached the honorary standing, which entitled them to promotion without any examination. In the Primary grades the proportion was a little higher. In my opinion, this is as large a proportion as can reasonably be expected, with due regard to thoroughness, when we consider the average ability of our pupils.

The language work has been conducted on the same general lines as last year, with marked improvement in some respects. The composition and reproduction work has received more attention, and some very satisfactory results attained.

We have an ample supply of supplementary reading books, which are used in all the grades, in addition to the basal reader of the grade, and most of the pupils have made commendable progress in this branch of their school work. More or less attention is given to this subject in all the exercises of the school. We have in our school library nearly 500 carefully selected volumes, including reference books. By a new plan of arrangement and distribution, prepared at a great expense of time and labor by Miss Clara L. Shaffer, we hope to extend the circulation of these books, and very materially increase their usefulness. By a proper effort on the part of the teachers, the library may be made a source of great help and profit to the children in their school work.

In the subject of spelling, I feel that we are not getting results commensurate with the time and labor given to it. Too much time is wasted on words not in the child's vocabulary, to the neglect of those which are common and in every-day use, and which he should learn perfectly. Especially is this true of the classes in the lower

grades. Some complaint has been made that poor spelling is a result of the Ward method of teaching reading. Judging by the observation and tests I have made, I do not think this is necessarily so. It may, and probably does, require greater care on the part of the teachers using those readers, that the spelling is not overlooked or neglected.

Another point that should receive special attention is the syllabication of words. Pupils are often unable to spell a word because they cannot syllabify it properly. The ability to syllabify correctly is also a great help in reading. It is often the key to the proper pronunciation of a difficult word.

In the subject of penmanship, our results are not entirely satisfactory, though probably as good as in former years. The most of our pupils write a neat and legible hand, but comparatively few of them show that freedom and facility of movement so necessary to rapidity and ease in good writing. In my opinion, there is need of more regular and systematic drill in movement, through all the grades, and greater care and insistence on the part of teachers, that correct methods be observed in all written work. Teachers should also be particularly careful as to the writing they place before their pupils on the blackboard; for children are naturally imitative, and are liable to adopt any peculiarity in the writing of the teacher.

The work in drawing has attained a high degree of excellence. The teachers in all grades have endeavored to carry out the suggestions of the Supervisor of Drawing with results entirely satisfactory to her. The work of our pupils, contributed to the public exhibition of drawing and color work at the end of the term, was accorded very creditable commendation.

Concerning the important subject of arithmetic, I can but repeat what was said in my report of last year. There has been an improvement in some grades, over the work of previous years, but as a whole the results are not satisfactory. Perhaps the most feasible way to get better results would be to omit some of the less important topics, and confine the attention to those which are more important and essential. This would permit more drill on fewer principles, until they shall become so fixed that the pupil can readily apply them in his practical work.

The results in geography have been equally good, if not better, than last year, some classes doing considerably better than others. There is no study in the course that requires a more extensive knowledge of the subject, and a fund of up-to-date information on the part of the teacher than this. It requires rare judgment and nice discrimination to determine what portions of the text-book shall be omitted, or treated only in a general way, and what shall be studied with care, and amplified from sources outside the text.

In our language work, oral or written composition is practiced in all the grades. A text-book is first used in the fourth grade, and technical grammar is begun in the sixth, receiving the principal attention in the seventh and the eighth. I fear that in this study, we are in danger of sacrificing necessary thoroughness by attempting to cover more ground than the age and the ability of the average pupil will justify. The future progress of a scholar in all his school work is conditioned upon his being well grounded in the elements. A safe maxim to observe in all studies, and especially in this is, "Not how much, but how well."

With one exception, our corps of teachers continues the same as during the previous year. By the resignation of Miss Bessie L. Marden in March last, we were called upon to part with one of our most efficient and conscientious teachers, whose entire teaching service had been rendered in this school. It affords me pleasure again to express my appreciation of the fidelity and loyalty of our teachers, and to commend the zeal and earnestness with which they have labored to advance the interest of their pupils, and to maintain the reputation of the Grand Street School. Without the faithful co-operation of all the teachers, the best results in school work are impossible.

I would not omit a word of praise for our capable and efficient janitor. The improved condition of the building and the grounds is an evidence of careful attention to his duties. He is ever ready to accommodate the teachers in any way he can be of service to them, and his many favors in the past are duly appreciated.

In closing this report, I wish to acknowledge my obligation to the members of the Board of Education for their liberal provision for the needs of the school, and their interest in its welfare; to the

Superintendent for his helpful suggestions, wise counsel, and hearty support in matters referred to him; and to those gentlemen from outside who have favored us with addresses on several occasions.

Respectfully submitted,

CHAS. E. SNYDER,

Principal.

Newburgh, N. Y., June 30, 1904.

POSTAL
ANT. R. R. R.
T. C. V. R. R.



SOUTH STREET SCHOOL,
Cor. Johnston Street.

Report of Principal of South Street School.

Mr. James M. Crane, Superintendent of Schools,

Dear Sir:—I would respectfully submit the following report of South Street School for the past year:

Our average enrollment was 791.8 and our average attendance 729.25, an average attendance of 92 per cent. This is a gain of 1-2 per cent. over last year's record. The average gain in attendance over last year is 230.

Teachers were absent on sick leave 155 days during the past year.

Under the present arrangement we have 1 eighth grade, 2 seventh grades, 3 sixth grades, 3 fifth grades, 3 fourth grades, 4 third grades, 3 second grades, and 4 first grades. In one of the first grades the class is divided into half-day sections.

Our teaching corps is the same as it was last year, with one exception—Miss Bessie M. Cotton has taken the place of Miss Mary E. Dougherty, resigned.

Our library now numbers five hundred thirty (530) volumes, one hundred of which were added during the past year.

Our arithmetic work has improved perceptibly, especially in the fourth grade. This improvement was caused by the introduction of a much larger amount of work on the fundamental principles, Addition, Subtraction, Multiplication, and Division.

I still think that we are attempting to do too much work in Geography for the time allotted. Our teachers have more difficulty in completing the course in this study than in any other. Broader, better work could be done if we had about twenty weeks more time allowed us.

It seems to me that more could be accomplished in our language work if we began it in the third grade instead of the fourth. Our text-book is certainly simple enough for third grade pupils and by

doing one more year's work in the subject we could not fail to arrive at better results at the end of the eighth year.

The situation with regard to the instruction in music remains unchanged. There is no definite course laid out and the results are far from satisfactory.

As the course of study remains unchanged the work in the various branches has been with few exceptions very similar to the previous year.

I would again plead for a uniform standard of promotions into the High School. Certainly five different standards will not produce a class that is uniform or one that can be handled satisfactorily in the Academy. I am sure the High School teachers will agree with me in this matter.

Every Fall there are numbers of pupils, who have been promoted on condition, that are unable to keep up with their class. These pupils must be turned back a grade. This class of pupils invariably forms the nucleus of the troublesome element. They must take a whole year to make up work they could do in half that time. If the promotions were made semi-annually, it seems to me that the grading would be closer, the discipline would be easier, and there would be fewer discouraged, unruly pupils.

Appropriate exercises were held at Christmas, Washington's Birthday, Lincoln's Birthday, and Arbor Day. Addresses were delivered at different times during the year by Superintendent James M. Crane, Mr. C. H. Baumes, Rev. T. H. Baragwanath, Rev. W. K. Hall and Col. Brown.

Considerable difficulty was experienced with our heating apparatus and some of the rooms were troubled with coal gas. All of these annoyances incident to an untried heating plant have been remedied.

I wish to express my appreciation of the work of our janitor, Mr. J. T. Pryer, Jr. He has kept the building in good order and has been at all times courteous and obliging to all. Owing to his untiring efforts we were not obliged to close school on account of insufficient heat in the building. Taking into consideration the extreme cold weather of last winter and the incomplete condition of our heating plant, Mr. Pryer deserves no little credit.

I wish to extend my thanks to the teachers of this school, for their co-operation and earnest efforts to promote its every interest.

To yourself and the Board of Education I wish to express my gratitude for continued assistance and support.

Very truly yours,

M. H. DUSINBURY.

Principal.

Report of Principal of West Street School.

Mr. James M. Crane, Superintendent of Schools,

I would respectfully submit the following report for the past year:

Our total enrollment for the year was 424. The greatest number in attendance and highest average was in September, 1903, the smallest number attending and lowest average was in May of the present year. During the year twenty-one pupils were obliged to leave school and find employment. This fall seventeen of our seventh grade pupils went on to the eighth grade.

The number of classes is the same as last year: Seventh grade, one; sixth, one; fifth, one; fourth, two; third, two; second, two; first, two. A change was made in the division of the pupils of the second and first grades. All those who entered school this September, forty-three, were put in one first grade class, and those who entered in April or May, numbering thirty-two, in the other. Thirty-eight pupils who were of about equal ability were put in one second grade class, and twenty-eight, many of whom had been irregular in attendance last year, were taken to make the second class of that grade.

The work of the first grade is seriously hindered by the entrance of new pupils at all times in the school year. We are of the opinion that better results could be obtained if beginners were admitted at intervals of three months.

For several years Miss Alberta Van Cleft had been in charge of the lowest grade. In September she was transferred to Grand Street School, and Miss Emily Haigh, at her own request, was given the large class of little ones. Miss Nellie Bennett was appointed to fill the vacancy. There was no other change in our corps of teachers.

Instead of having a review each week, commencing in October, as we had had for a number of years, we gave one in each subject



WEST STREET SCHOOL,
Near First Street.

every two months. In this way we secured more time for reading and language work ; teachers had fewer papers to examine ; and, as more ground was covered in each subject, between reviews, they were better tests.

The work of the several grades has been kept up to the average, and in some subjects there has been improvement. Both teachers and pupils worked faithfully and earnestly. In June a satisfactory proportion of each class was advanced to the next grade.

Our list of supplementary readers has been enlarged by the addition of The Morse Second and Fourth Readers and the Cyr Third Reader. Sixty-five books were added to our school and reference library during the year, making a total of four hundred seventy-five volumes. Thus far the library books have been under the care of one teacher, and, with the exception of the sixth grade, she has distributed all books given out. When we receive the addition for this year we shall have books enough, adapted to the several grades, to warrant having grade libraries under the care of the teacher in whose room each is placed. Under this arrangement each teacher will have personal supervision of the selections made by her own pupils.

Appropriate exercises were held on Christmas, Washington's Birthday, Lincoln's Birthday and Arbor Day. Addresses were delivered by Rev. S. K. Piercy, Mr. C. H. Baumes and Superintendent James M. Crane at different times during the year.

In closing, I wish to thank the Superintendent and the members of the Board of Education for continued support and encouragement and my associate teachers for their faithful co-operation.

A. C. MILLER,

Principal.

October 19, 1904

Report of Principal of Liberty Street School.

Mr. James M. Crane, Superintendent of Schools,

At the close of my sixth year as principal of the Liberty Street School, I would respectfully submit the following statement for the year ending June, 1904:

There is nothing of unusual importance to relate. The work of the school has been pursued with the same interest and energy that have characterized the work of former years, and the results have been reasonably satisfactory. Most of our pupils deserve commendation for the faithfulness with which they have taken up the work of their respective grades, and this effort of the pupils, combined with the wise guidance of teachers, has resulted in the promotion of satisfactory proportions of most of the classes.

We have observed that the pupils who advance steadily through the year and thus make sure of their promotion are those whose parents manifest a keen interest in their school work. These parents insist on regularity in attendance; they uphold teachers; they consult with teachers; they know of the progress of their children as indicated by their reports; and they encourage their children to put their best efforts into their school work. This is as it should be. Parents have some responsibility in this work, and on account of the parental relation, they can not delegate it to anyone else.

While our ratio of attendance to enrollment compares favorably with other schools, we feel quite sure that it is not what it might be, if some parents would realize their duty in the matter. We always have a few pupils whose attendance is very irregular, and in some cases it seems to be due to the indifference of parents. They not only allow the children to remain at home when they might be in school, but they keep them at home for the most trivial reasons.

Many demands are made on our time by our crowded course of study, and while we attempt to do all that is required, we make sure that those things that are regarded as essentials shall be done as



thoroughly and well as possible. The importance of reading in the lower grades is always emphasized. The teachers of these grades are in sympathy with me in this matter, and they are giving their best efforts to that part of their work. We are convinced that Ward's Rational Method of teaching reading is rightly named, for if we judge it by the wonderful results obtained, we must admit that it is the most rational method ever employed. My teachers are to be commended for their efforts to know the purpose and plan of the author and their earnest desire to enter into the spirit of his method.

Our improvement in penmanship is not all we could desire, if judged by the standard of rapidity or correctness of form. We are not thinking of artistic penmanship, but clear, legible writing, with all the letters correctly formed. It may be that the work does not receive the attention it deserves, especially in regard to proper position, proper pen-holding, and drill for movement. There is little doubt but that many pupils acquire bad habits of writing in the excess of pencil writing in connection with their other work. Much of this work is done carelessly and in a hurry and with no thought of the writing itself. The result of this repeated careless doing must be bad habits. I am convinced that some of this written work might be dispensed with without loss.

Our work in arithmetic has been well done in all the classes, and the course of study has been completed in every grade except in the two sixth grade classes. The teachers of these classes find it quite difficult every year to complete this course.

Much has been said and written in the past few years in regard to examinations as a basis of promotion. Some would promote pupils on the judgment of the class teacher, while an increasing number would rely on a written examination as an indication of the pupils' fitness to be advanced to the next grade. While we approve of the system practiced in our city, we suggest that fewer examinations would accomplish the same purpose. We are supposed to have eight tests in each subject during the year, beginning with October and ending with May. We believe that three tests, one in November, one in February, and one in May, would furnish sufficient evidence of the pupil's progress. At present there is no uniformity in these examinations, each school having its own standard. With

only three examinations during the year, they could be uniform in all the schools. This plan seems entirely feasible in a system no larger than ours.

We regret that Miss Florence Van Duzer, one of our third grade teachers, has severed her connection with the school. She has resigned her position here only to accept a more lucrative one in the schools of White Plains. After teaching in this school six years, she leaves it beloved by all the children who have come under her care and highly respected by her associate teachers.

My teachers join with me in expressing our appreciation of all that has been done by the Board of Education to make our work effective, and for all the assistance and encouragement we have received from you we are grateful.

GEORGE E. ATWOOD,

Principal.



CITY LIBRARY,



NEWBURGH FREE LIBRARY,
Interior.

1882

Report of Librarian.

To the Board of Education,

Gentlemen :—I have the honor to present herewith my third annual report, covering the operations for the year ending June 30, 1904.

Another successful year in the history of our Library has just closed. While there is always satisfaction in reporting a large circulation, still the greatest value of the Library to the community is the help it affords those who use it for reference purposes.

The circulation of books for home reading during the eleven months that the library was open was 74,486 volumes, a daily average of 265 volumes.

The largest number given out in one day was on January 23, 1904, when 666 volumes were taken, and the smallest number was on October 14, 1903, when 52 volumes were taken.

The largest monthly circulation was 8,088 volumes, in April, 1904, and the smallest was 5,271 volumes, in September, 1903.

The same improvement in the class of reading in demand, and the increasing interest, noted in last year's report, still continues.

REGISTRATION.

The cards of a number of patrons who have died or moved from the city have been cancelled and their names erased from our register, while 624 new names have been added and loan cards have been issued to the same.

SCHOOL LIBRARIES.

Operations through the schools have been continued on the same plan as heretofore ; 442 volumes were added during the year, making a total of 3,758 volumes now in the school libraries. Except that

these books are counted as Library books, they have no adequate representation in our Library statistics.

REFERENCE ROOM.

The reference department has maintained its efficiency and popularity throughout the year. The use of the room is wholly for serious and studious purposes.

Reading for recreation serves a wholesome end, but investigation and study of questions of moment are certainly much more important. It is this latter use of books which most completely justifies the expenditure of public funds. It is here that the Public Library is filling its educational mission.

The use of books for the purpose of reference is not recorded in our statistical table, but no day passes that does not call into requisition some of the resources of this department.

BOOKS AND PERIODICALS.

We have endeavored to strengthen each branch by filling gaps which were known to exist, and by replacing books lost and worn out, both legitimate demands of the public which must be met in the same way as that for the newest books.

The number of periodicals received at the reading room is 52; the number received at the Teachers' Library is 19.

DONATIONS.

No one notable gift came to the library during the year, but, as in prior years, many articles of printed matter were received from various sources.

Lists of new books added to the library have been very kindly published as current news items in the several daily papers. The newspapers render a service to the public as well as the library by these publications and are entitled to thanks for the same.

The following newspapers have been furnished free by the publishers for bindery purposes: Journal, Register, News, Press and

Telegram. These are bound and shelved in such a way as to be easily accessible for reference.

Fifty-nine volumes have been donated by the following: William H. Kelly, Rev. William K. Hall, Hon. Joseph M. Dickey, Rev. William Walsh, Mr. L. T. Stevens, R. L. Watkins, Edgar Penney, Wm. H. Scoville, Miss Minnie Heard, J. H. Brundage, Harper Bros. and Coldwell-Wilcox Co.

The gifts were all duly acknowledged with the thanks of the Board of Education.

BINDING AND REPAIRING.

The binding has been done, as heretofore, in a satisfactory manner and with reasonable promptness. 964 volumes have been rebound or repaired at the bindery at a cost of \$333.15. At the same time the number repaired at the Library was 5,127.

IMPROVEMENTS.

During the past year some important and needed repairs have been made to the library building. For this purpose the library was closed from July 3rd to August 3rd, 1903, during which time the library was thoroughly renovated and newly painted.

The ceiling of the reading room, reference room, superintendent's office and halls were painted two shades of green and the side walls two shades of terra-cotta, all the interior wood work has been painted and varnished, and the floors oiled, all the iron and wood work of the exterior thoroughly painted and sanded to represent Nova Scotia stone, and the roof and shutters painted. The appearance of the library is greatly improved and the good taste employed in its embellishment has been much praised, and reflects credit on the firm of James Bayne, to whom the contract had been awarded.

This is only the second time the library has been closed for repairs since its first opening, in 1878.

The number of volumes in the Library has been increased to 30,745, and are located as follows:

Main room	18,551
Reference room	5,029

Store room	2,860
Teachers' Library	547
Academy	1,342
Grand Street School	490
Liberty Street School	522
South Street School	442
Washington Street School	487
West Street School	475
Total	<hr/> 30,745

The net increase of the library (1,311 vols.) is very similar to its average growth in prior years. Considerable attention was given to buying books for the purpose of both replacing and increasing the stock of standard works in many lines.

There has been no change in the library force, which is as follows: Thos. M. Hawthorne, Librarian; Lillie O. Estabrook and Christina V. A. Oakley, Assistants.

STATISTICS.

Number of volumes in Library, July 1, 1903..	29,434
Number added by purchase	836
Number added by donation	59
Public documents	345
Worn out and replaced	71
	<hr/> 1,311

Number of volumes in Library July 1, 1904...	30,745
Circulation from July 1, 1903—July 1, 1904...	74,486
Largest monthly circulation, April.....	8,088
Smallest monthly circulation, September.....	5,721
Largest daily circulation, January 23.....	666
Smallest daily circulation, October 14.....	52

The Library has been closed 8 holidays and 24 days for renovation and repairs.

RESERVE POSTALS.

As complaint has often been made because of the delay experienced by patrons in obtaining books for which there is a great demand, I would suggest to the trustees that we adopt the reserve postal system, which has proven very satisfactory in other libraries. Upon payment of two cents the borrower is provided with a postal card containing a printed form, which he fills out with the number of the book desired and his own address. When the book comes in this card is mailed and the book held for twenty-four hours, giving the borrower ample time to claim it.

In this way one is sure to obtain, at a not distant day, any book in the library he wants. (The extra cent is to pay for the printing.)

SERVICES.

The intelligent and faithful attention to duty on the part of the Assistants has continued unabated. They have worked earnestly and in harmony to forward the interests of the institution and diligently serve its patrons—the public. The popularity of the library attests how well they have succeeded.

Respectfully submitted,

THOS. M. HAWTHORNE,

Librarian.

July 15, 1904.

Report of Supervisor of Drawing.

To Mr. James M. Crane, Superintendent of the Newburgh Public Schools,

Dear Sir: In making this annual report, I have but few new facts and features to emphasize.

The year has been one of growth. The success that has attended our efforts is largely due to the untiring energy of those who have caught the spirit of the work, who seize every opportunity to increase their knowledge and who have faithfully carried out suggestions.

From seventeen grade meetings, held from 3.30 to 5 p. m., there were eleven absentees. Every teacher of the 8th, 4th and 3rd grades was present and there was but one absent in each of the 7th and 2nd grades. At these conferences new lesson schedules and methods of teaching were discussed.

Each class has been visited seven times.

The annual exhibit displaying so many excellent cards of specimens proves that the time given to drawing is not wasted. The development from grade to grade is easily discernible by the most casual observer and demonstrates the fact that the course followed is systematic.

To make drawing a more valuable factor in education, our pupils should be required to utilize their skill in connection with other school subjects.

A written examination paper or a mathematical exercise should be as carefully prepared as to spacing, margins and arrangement of details, as is the page in the drawing book.

Illustration of historical or geographical facts is not too difficult for the average public school pupil.

While all grades have done satisfactory work with colored crayons, there has been at least one class in each grade that has been

remarkably successful, for which due credit is given to the teacher. In the exercises in making and decorating a souvenir card or a paper box the results have likewise reflected the individuality of the teacher. This line of work is intended to develop accuracy, appreciation of beauty, close attention to the instruction given, and originality, as well as the power to execute neatly. With all five points considered but few classes have been rated absolutely successful.

In the higher grades we are profiting by the earlier faithful work of the primary and grammar schools. Our exercises in water color have been more varied and difficult. In the 11th year classes an enjoyable series of drawing of still life in charcoal to express the values, followed by washes applied in color, has been a new feature and the results are highly commendable, when considered as the work of high school pupils. The instruction in these exercises was given entirely by Miss Georgie Greenwood, who has proved herself a valuable assistant in the studio. The lessons in decorative design applied on pillow or table covers, showed the young ladies to be possessed of skill to create and to execute, very creditable to all.

Miss Lydia Bowerman and Miss Marion Leach, Class of 1905, won the honors by excellence in all divisions of drawing. Each young lady is represented on the walls of the Assembly room by a much more ambitious painting than those of previous years.

I desire to thank the principals and the teachers for their co-operation, and to express to you and to the Board of Education my appreciation of your interest and generous support.

Very respectfully submitted,

IDA C. LE ROY,

Supervisor of Drawing.

July 22, 1904.

Report on Manual Training.

Mr. James M. Crane, Superintendent of Schools,

The Manual Training School for 1904-1905 was organized September 12th, with a total enrollment of 253, an increase of 23 over last year.

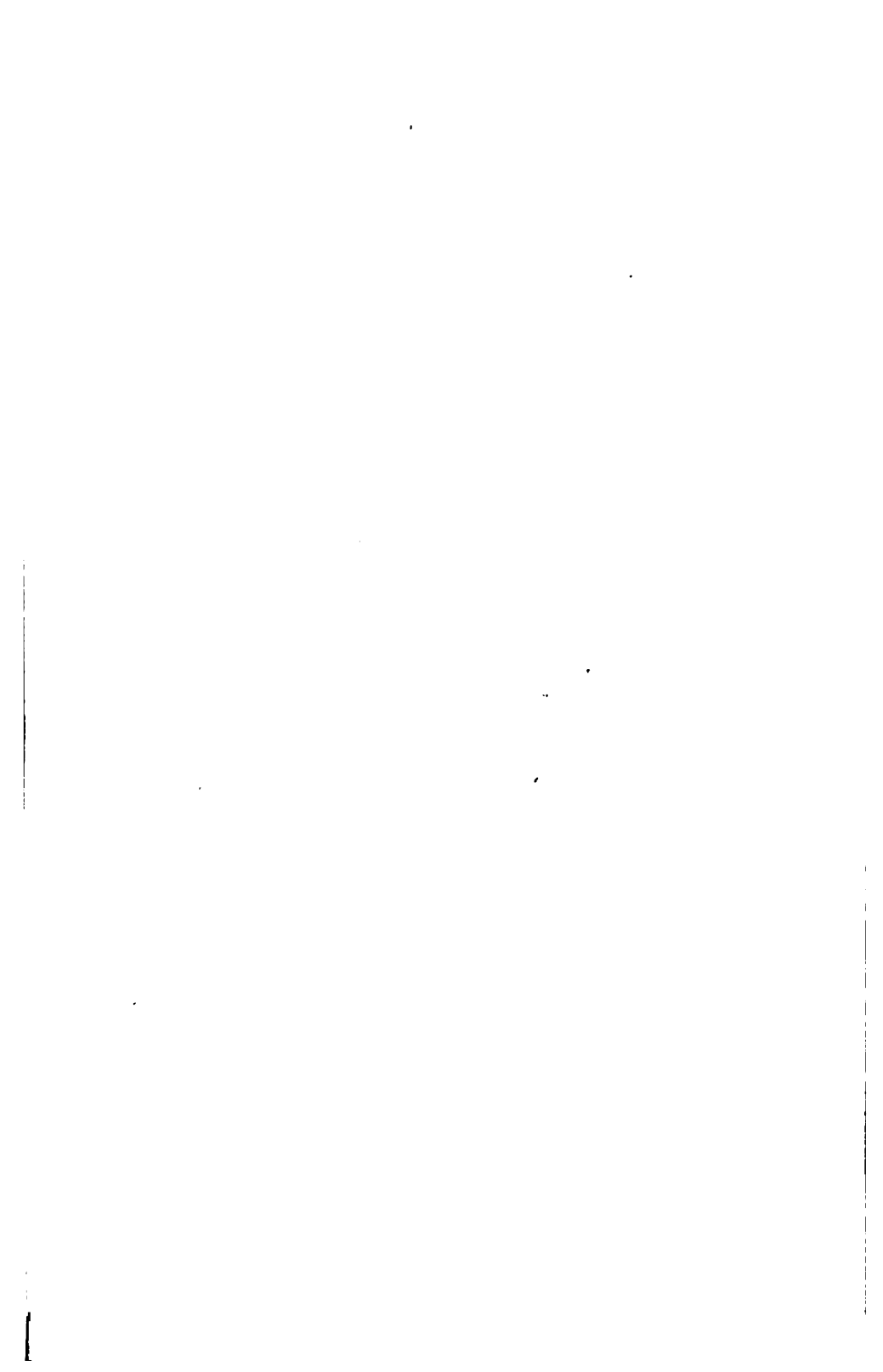
The attendance has so increased in number that it is in excess of the existing accommodations; thus it became necessary to purchase four new benches and sets of tools, making it now possible to give instruction to a class of 28 boys in the bench work department.

The work in the several grades is well advanced and there seems to be no abatement of interest in this line of school work. The course of study has not been materially changed except as to details.

The annual exhibit of the work of the school was held in the Manual Training School at the end of the school year. This was largely attended by the citizens, who were favorably impressed by the work done in the school. At this time Mr. William R. Perkins, chairman of the manual training committee, called a meeting and introduced Mr. Thomas Coldwell, the well known inventor and manufacturer. Mr. Coldwell delivered a brilliant address, which was listened to with marked attention by those present, and at its conclusion he presented the six prizes given by himself and known as the Coldwell prize, for the best original invention or suggestion. It is hoped that his example will be followed by other citizens who will offer prizes in all the various branches of the public school work. They were awarded as follows:

First prize, \$10.00. An improvement on the electric reostat, which is in circuit with the electric motor in the Manual Training school. Awarded to Edward Talcott Moore.

Second prize, \$5.00. Spindle to be used in C Class cabinet work. Awarded to Harry Atwood.





**MANUAL TRAINING SCHOOL,
Clinton St. Between Grand and Liberty.**

Third prize, \$3.00. Carving design. Awarded to Alfred Blakney.

Fourth prize, \$3.00. Improvement on the electric bell system in the Academy. Awarded to Edward T. Moore.

Fifth prize, \$2.00. Spindle design. Awarded to Joseph Taylor.

Sixth prize, \$2.00. Paper cutter, to be used in the drawing room. Awarded to Joseph Taylor.

The Manual Training School does not teach trades. Its aim is more comprehensive. It lays the foundation for many trades and at the same time recognizes the value of intellectual discipline. It is not assumed that every student who enters the school will be a mechanic. Some will find that they have no taste for manual work, and will turn to other pursuits more congenial to them. Some who develop both natural skill and strong intellectual powers will work their way up through some of the Polytechnic Institutes of the country into higher branches of professional work. Others will find that they are fitted for some branch of mechanical work, upon which they will enter when they leave the school. The general result will be an increasing interest in manual pursuits, more skillful workmen and more intelligent mechanics. The conditions for intelligently choosing the vocation which will yield the greatest happiness and success to the individual, will also be an outcome of this department of the public schools of Newburgh.

The boys in the A Grammar classes, numbering 105, are divided into five classes. They have two and one-half hours each week.

The C Academy boys, numbering 63, are divided into four classes. They have two hours each week.

The B Academy classes number 53, are divided into three classes; they have two hours each week.

The A Academy classes, numbering 32, have two hours each week.

A synopsis of the courses follows, which is intended to cover all the ground, but which may be slightly changed, or perhaps added to, as the time may allow.

FIRST YEAR—CARPENTRY AND JOINERY.

TWO HOURS PER WEEK.

First Series—Carpentry.

Care and use of tools, learning divisions of two-foot rule, to measure accurately, judge relative sizes and distances by eye from blackboard, and learn name and uses of different tools.

- Exercise 1 . . . Planing.
" 2 . . . Sawing and block planing.
" 3 . . . Champfering.
" 4 . . . Planing and rip sawing.
" 5 . . . Halving.
" 6 . . . Boring.
" 7 . . . 8-in. square frame with halved joints.
" 8 . . . Plain equilateral triangle.
" 9 . . . Mitre box.
" 10 . . . Mitred frames.
" 11 . . . Gaining with chisel and gouges.
" 12 . . . Review of planing and sawing.
" 13 . . . Knife box.

Second Series—Joinery.

- Exercise 1 . . . Halved lap square joint.
" 2 . . . Halved lap beveled joint.
" 3 . . . Halved lap mitred corner joints.
" 4 . . . Enlarging.
" 5 . . . Halved dovetail, square.
" 6 . . . Halved dovetail, oblique.
" 7 . . . End dovetail, single.
" 8 . . . End dovetail, several tongues.
" 9 . . . Half blind, dovetail joint.
" 10 . . . Blind mortise.
" 11 . . . Trough mortise.
" 12 . . . Angular mortise.

- " 13. . . . Brace mortise.
- " 14. . . . Beveled splice.
- " 15. . . . Straight splice.
- " 16. . . . Application of above exercises in making a small panel door, knife box, foot stool or paper rack, tabouret, medicine chest or blacking box.

SECOND YEAR—CARVING AND TURNING.

TWO HOURS PER WEEK FOR FIVE MONTHS.

Carving—First Series—Engraving.

- Exercise 1. . . . Grooving across grain with reiner.
- " 2. . . . Grooving with grain with reiner.
- " 3. . . . Carved grooves with reiner.
- " 4. . . . Semi-circular grooves with reiner.
- " 5. . . . Mechanical curves, with parting tool, ornamenting with two gouges.
- " 6. . . . Diamond cross grooves, 3-16 reiner center, panel ornamented with gouges.
- " 7. . . . Free hand curves with reiner and gouges
- " 8. . . . Tendril with buds and berries, with various gouges, drawn free hand.

Carving—Second Series—Relief Work.

- Exercise 1. . . . Plain Greek border, flat chisels and carvers' punches.
- " 2. . . . Interlaced Greek border.
- " 3. . . . Open basket work.
- " 4. . . . Conventional clover leaf, moulded.
- " 5. . . . Square panel, quodrofolium.
- " 6. . . . Square panel, maple leaf.
- " 7. . . . Square panel, oak leaf.
- " 8. . . . Adaptation of foregoing exercises in carving sprays of vines, etc., on frames and other small pieces.

Turning—Center Work.

- Exercise 1.... Plain cylinder with gouges.
" 2.... Plain cylinder with chisel.
" 3.... Cylinder tapering both ways.
" 4.... Canvace cylinder.
" 5.... Double steeped cylinder.
" 6.... V grooves.
" 7.... Beads.
" 8.... Hollows.
" 9.... Beads, fillets and grooves.
" 10.... Convex and concave grooves.
" 11.... Round baluster, 1 3-4 inch.
" 12.... Carver's mallet.
" 13.... Fitting handle to hollow cylinder.

THIRD YEAR—TURNING AND MECHANICAL DRAWING.

TWO HOURS EACH PER WEEK FOR FIVE MONTHS.

Turning—Face Plate Work.

- Exercise 1.... Corner block.
" 2.... Moulded cap for columns with recess.
" 3.... Model of cone pulley, making and using chuck.
" 4.... Octagonal ring.
" 5.... Round ring.
" 6.... Barrel, with cover fitted on.
" 7.... Goblet.
" 8.... Vase.
" 9.... Card receiver.

Mechanical Drawing.

- Exercise 1.... Care and name of tools.
" 2.... Use of materials, drawing board, paper, T square, triangles, compasses, drawing pen, pencils, scroll scale, ink.

- Exercise** 3....Lettering in mechanical italic.
" 4....Cubes.
" 5....Triangular and Hexagonal Prisms.
" 6....Projection of a square pyramid.
" 7....Hollow cylinders.
" 8....Tee pipe drawn to scale 6 in.—1 ft.
" 9....Pulley, drawn to scale 3 in.—1 ft.
" 10....Development of a cylinder.
" 11....Development of a cone.
" 12....Notes on working drawings; 1. Size of sheets; 2. Title, index, etc.; 3. Sketches; 4. Laying out work; 5. Relation of views; 6. Sectioning; 7. Inking; 8. Dimensioning; 9. Tracing; 10. Blue Printing.

FOURTH YEAR.

TWO HOURS EACH PER WEEK.

Extension and application of previous work of the course, in designing, drawing and constructing a piece of cabinet work, to be entirely of student's design and made from full working drawings, and finished complete, including staining, varnishing and polishing.

Respectfully submitted,

ALEX. J. HUTCHISON.

Report of Sewing Teacher.

EMMA C. COLDEN.

Mr. James M. Crane, Superintendent of Schools,

Sir: I respectfully submit the following report of the sewing classes under my charge for the year ending June, 1904.

The course in sewing extends over a period of four years, and the last two years, comprising fifth and sixth grade classes, are the ones in my charge.

My time is divided among the schools as follows:

Monday, at South Street School; I teach two sixth grade and two fifth grade classes.

Tuesday, at Liberty Street School; three fifth and two sixth grade classes.

Wednesday, at Grand St. School; two sixth grade and two fifth grade classes.

Thursday, at Washington Street School; one sixth grade, two fifth grade and one fourth grade.

Friday, A. M., at South Street School; one sixth grade and one fifth grade class.

Friday, P. M., at West Street School; one fifth grade and one sixth grade class.

This makes a total of twenty-one classes for the ten sessions weekly.

Each class is supposed and should devote one hour weekly to sewing. This, however, is impossible in the Liberty Street School, as I am obliged to teach three fifth grade classes in one morning, thus giving each class about fifty minutes.

The course in sewing is as follows :

The fifth grade pupils learn first to make button-holes and sew on buttons. Then they learn to gather, stroke the gathers and put bands on in two different ways.

Next, a gusset is put in a model, which has been hemmed neatly all around.

The next step is to sew a seam in flannel and catch-stitch it open. Then to baste and catch-stitch the hem.

Next the pupil learns to set in a patch, matching the stripes or figures.

Hem-stitching and feather-stitching are taught in this grade to those pupils who finish the more important work early enough in the year to allow it.

The sixth grade pupils learn first to darn stockings and then dress goods. The darns in dress goods are taught in three different ways, and are a very practical bit of knowledge.

The latter half of the year, the sixth grade pupils are expected to make some simple under garment, which, when finished, is the property of the pupil.

EMMA C. COLDEN,

Teacher of Sewing.

Report of Sewing Teacher.

AGNES TEMPLETON.

To the Superintendent of Public Schools,

I respectfully submit the following report of the sewing classes under my charge:

The regular course in sewing, as taught the girls in our schools, covers a period of four years, beginning with the third grade pupils and ending in the sixth grade.

The classes in the first two years, are the ones under my supervision, and are as follows:

Washington Street School—Four classes, viz: Two fourth grades, twenty-one in the first, twenty-one in the second, and twenty-third grades, twenty in the first and eighteen in the second; making a total of eighty-three. The time given to these classes is Wednesday of each week.

Grand Street School—Five classes, viz: Two fourth grades, twenty-eight in the first, twenty-four in the second; three third grades, twenty-one in the first, twenty-two in the second, twenty-three in the third; total, one hundred sixteen. The time given to these classes, is Monday, from ten-thirty, and Tuesday afternoon each week.

South Street School—Seven classes, viz: Three fourth grades, twenty-one in the first, sixteen in the second, and nineteen in the third; four third grades, twenty-five in the first, twenty-five in the second, sixteen in the third, and nineteen in the fourth; making a total of one hundred and forty. The time given to these classes is Tuesday morning and Thursday each week.

Liberty Street School—Six classes, viz: Three fourth grades, sixteen in the first, eighteen in the second, and nineteen in the third; three third grades, nineteen in the first, seventeen in the second, and

nineteen in the third; making a total of one hundred and eight. The time given to these classes is Friday, and one hour Monday morning each week.

West Street School—Four classes, viz: Two third grades, fifteen in each; two fourth grades, sixteen in each; total, sixty-two.

Total number of classes, twenty-six, and five hundred and nine girls.

Each class receives one hour's instruction a week, with the exception of the third grades at Liberty and South Street Schools. These receive forty minutes lessons.

Each pupil is given a blank book as soon as she has perfected a lesson and the model is fastened in the book, and a description of the work is written opposite.

These books are used for the whole sewing course, and when completed are the property of the pupils, and as a whole an earnest endeavor is made (on the part of the pupils) to have them present a neat appearance.

The first lessons are: How to measure the length of thread; to thread the needle, and hold it properly, and the position to sit in while sewing.

The work taught in the first year: .

FIRST—THE RUNNING STITCH.

A design is drawn on a square of unbleached muslin by the teacher, and the pupil follows this with the running stitch, using red thread. The child's initials are then written on this same model and is also followed with the same stitch.

SECOND—A BASTING LESSON.

The child is taught to baste two pieces of unbleached muslin together with the even basting stitch, and the uneven basting stitch, the uses for each are explained, and the lines of basting must be straight; the child's eye being her guide in this work. White thread is used on this lesson.

THIRD.

Folding a narrow hem on colored paper.

FOURTH.

Folding a half-inch hem on colored paper and cutting out the square corner.

FIFTH.

Folding a half-inch hem on colored paper and cutting out the mitre corner.

SIXTH.

Cutting the true bias and a bias fold on colored paper.

SEVENTH.

Cutting two gores on colored paper and showing how they fit together to make the fell seam.

NOTE—These lessons on paper are very important, as the child must do all this same work the second year on muslin, and if she forgets, by referring to her book, the subject becomes clear to her mind again.

EIGHTH—OVERHANDING OR TOP SEWING.

In this lesson the child folds and bastes striped calico together (the stripes aid her to turn evenly) and sews it, using the overhanding stitch, white thread being used.

NINTH—OVERHANDING SELVEDGES.

Two selvedges of unbleached muslin are basted together, then overhanded, red thread being used.

This completes the first year's work.

SECOND YEAR'S WORK.

FIRST—HEMMING ON UNBLEACHED MUSLIN.

This first lesson in the second year is a very important one. Folding and basting a half-inch hem straight and learning to hem it neatly. This is done on unbleached muslin and red thread is used, so that the child can see just how each stitch is formed. Two rows of fine running stitches are also sewed on this same model.

SECOND—THE WHITE HEM.

Very narrow hems are folded and hemmed on two sides of an oblong piece of white muslin, then two hems an inch wide are basted carefully and hemmed nicely, white thread being used on the white muslin.

THIRD—SEWING A SEAM AND OVERCASTING.

A piece of unbleached muslin is basted with a straight line of basting, about a quarter of an inch from the edge, and with this basting for a guide, the seam stitch, also known as two runs and a back stitch, is sewed. The edges are then trimmed off and overcasted nicely, red thread being used.

FOURTH—FELLING ON UNBLEACHED MUSLIN.

The child takes a piece of unbleached muslin, folds and cuts two gores, bastes them together as taught and sews the seam with the seam stitch, then the seam is hemmed down evenly, making the felled seam. Red thread is used on this model.

FIFTH—THE WHITE FELL.

The child having learned the method of sewing the felled seam on the unbleached muslin, now makes the same thing on white muslin, sewing it with white thread.

SIXTH—STITCHING AND BACKSTITCHING.

Two rows of basting are run on a piece of unbleached muslin, about an inch apart. Then a row of stitching is sewed under the first line of basting, and under the second line a row of backstitching is sewed. The child thus learns these two kinds of sewing and can see the difference between them, and learn to distinguish one from the other.

This completes the lessons in the second year's work.

In regard to the past year's work would say that it has been a satisfactory one. The classes have done very good work.

I think better teaching could be given if it were possible to have a room in each school to which the classes could be sent, as is done at the Liberty Street School.

Respectfully submitted,

AGNES TEMPLETON,

Teacher of Sewing.

Report of Truant Officer.

To the Superintendent of Schools,

I herewith submit my annual report for the year ending June 30, 1904. That much good has been done by the enforcement of the compulsory law, there is no doubt, and it will be my aim to make it still more beneficial in the future.

The requirements of the law are complied with by most of our citizens. The exceptions are want of parental control by intemperate and indifferent parents. These have to be promptly dealt with; but it is doubtful whether in these cases the ennobling influences of the school will avail to any great extent in counteracting the debasing and demoralizing influences of home surroundings. Poverty does not stand so much in the way as formerly, as there are not so many idle people in the city as there were in the beginning of the enforcement of the law.

The Thanksgiving donations of the children is a large factor toward helping a great many to attend school, who would otherwise either have to stay at home, or, at the very best, come very irregularly.

The contributions of the children last year was \$219.47; also a large amount of clothing was contributed, which was given to those most in need.

There were nine truants sent to the truant school, seven to the Westchester Temporary Home, and two to the New York Protectory.

I am pleased to report the cheerful co-operation of the principals and teachers of the public, parochial and private schools.

The following is a report of the Attendance Officer's work for the year ending June 30, 1904.

Total number of visits made	1,090
Total number of cases investigated	949
Total number of cases re-investigated	131

Children kept at home by parents (temporary necessity) . .	123
Children kept at home by parents (neglect)	77
Children kept at home by sickness	418
Children kept at home by poverty	46
Children transferred from one school to another	19
Children withdrawn from school, left the city	28
Children withdrawn from school, at work	35
Children found to be truants and returned to school	164
Children found to be truants and committed to Truant School by parents through officer	9
Children found to be non-attendants and placed in school . .	19
Children found employed in compliance with Compulsory Act	2
Children found employed contrary to Compulsory Act and placed in school	14

Respectfully submitted,

C. B. GALATIAN,

Attendance Officer.

Report of Musical Director of Free Academy.

To the Superintendent of Public Schools,

The following is presented as the annual report of the musical director for the school year 1903-1904.

The work at the morning assembly and in preparation for the five public receptions held during the year, has been substantially the same as in previous years. Instruction in teaching vocal music and in singing was given for the prescribed period to those graduates intending to go to the Normal schools, and the teachers of music in those schools have informed us that our graduates are as well prepared as most of those from the high schools of the State.

Efforts were made to interest the pupils of the higher grades in part singing by the formation of glee clubs, which were only partially successful. As these exercises are held after school hours, they are, of course, wholly voluntary upon the part of those participating and are constantly interrupted by events that serve as an excuse for the non-attendance of those who have agreed to be present at these exercises. I am making no complaint, knowing that the entire school hours have to be utilized for the other school work, but merely mention the fact that until such part-song work can be done either partly or wholly within school hours, it will be very difficult to make it successful.

The orchestra during the year did very good work at the different receptions and accompanied the singing at the grammar school commencement, and also played three selections on that occasion.

Respectfully submitted,

S. W. HOLDREDGE.

-
- Cornet Solo—"Beautiful Home of Paradise"—*R. A. King*,
 Mr. A. C. Leffert
- Recitation—"The Boy That Was Scar't of Dying,"
 Elizabeth C. Cunningham
- Class Song.
- Valedictory Naomi E. Brooker
- Address to Graduates Rev. A. T. Brook
- Conferring of Diplomas.. Samuel E. Shipp, Pres. Board of Education
- March—"The New Thought"—*J. C. Heed*..... Orchestra
-

CLASS HONORS.

VALEDICTORY	Naomi E. Brooker
CLASSICAL	Naomi E. Brooker
LATIN SCIENTIFIC	Lena E. Brooks
SCIENTIFIC	Helen T. Woodburn
ENGLISH	Mabel J. Bayne

Graduates.

CLASSICAL.

Brooker, Naomi Emeline

Cunningham, Elizabeth Cochran

LATIN SCIENTIFIC.

Barnes, Harriet Aline
Bate, Oscar Mortimer
Beakes, Sadie Howe
Brooks, Lena Evelyn
Kerr, Helen Ward
Miller, Christina Currie

Oakley, Doris Graham
Sobel, Aaron
Walsh, Anna Imelda
Waelde, Nellie Emily
Walker, Elizabeth Marguerite
Weaver, Catherine

SCIENTIFIC.

Emslie, Weston Samuel
Hanna, Chester Bernard
Marsden, May

Merritt, Charles Edward
Woodburn, Helen Totten
Woodburn, Martha Elizabeth

ENGLISH.

Brown, Florence Dolner
Bayne, Mabel Jennie
Blencoe, Celia Mary
Brundage, Stanley Everett
Cornish, Anna May
Dawson, Harry
Lewis, Irva Nora
Lamoreaux, Grover Cleveland
Moore, Frederick Volk
Milteer, Frank Earl

Nearn, Lucy Agnes Alice
Powell, Maude Virginia
Randall, William Vincent, Jr
Ring, Thomas Ludlow
Schultz, Minnie Higginson
Tompkins, Harriet Adele
Updegraff, David Dunn
Vail, Atlee Gerow
Walsh, Blanche Elizabeth
Wells, Julia Walsh

Class Song.

"Faithful in All" is the motto,
To which we've been true to the last,
May the future which spreads out before us,
Be ever as bright as the past.

We have won in the battle, dear Classmates,
May we ere our life's work is done,
With purpose well fixed and with vigor
Win many a still nobler one.

As our school days are now past and over,
And life's duties we have begun,
We bid farewell to dear Teachers
And Classmates with whom we have won.

C. W.

CHORUS.

Hail! to the Seniors of nineteen-four,
May success be ours in all that's before,
Farewell! Alma Mater, on thee we look back
With love for our school and the gold and the black.
A. I. W.

Address to Academy Graduates.

BY REV. A. T. BROOK.

My Dear young friends: I stand before you to-night as the representative of the Board of Education, to extend to you hearty congratulations, to bid you farewell, and to offer a few words of advice. Already farewell words have been spoken and counsel freely given. Your instructors have wished you well as the relationship of scholar and teacher has ceased. You have also been privileged on the past Sabbath to listen to counsel which was the product of ripe experience. And it hardly seems necessary for me to add much to that which has already been said.

I congratulate you most heartily upon the completion of the course of study prescribed in the public schools of Newburgh. You have toiled faithfully. Many have worked from the lowest round and have now attained the summit. The day and hour to which you have been looking forward for years has finally dawned. As you stand upon the goal, having overcome every obstacle which impeded your progress, and are about to receive your testimonials of scholarship, allow me to suggest a few thoughts which may prove helpful to you in life.

Your hope and the hope of anxious fathers and mothers is that you may succeed. Life's work may not as yet be mapped out. Whether the university hall or the business life shall claim you, may not be determined. But whatever sphere you may enter, it is your desire and the desire of those who are dearest to you, that success may crown your life.

There are many reasons why you should succeed. You have received an education—the most glorious legacy a son or daughter could receive—a legacy far better than gold or silver. You are the proud possessors of youth with all its possibilities. Not yet has the zenith of life been reached. Faces are not turned toward the sun—

set. You stand in the springtime of life with faces toward the sunrise. Envied you are by many. "Oh! for the days of my youth, my youth," proceeds from the lips of many a man. "Had I improved the opportunities which came to me then, and laid the foundation for success, I could have erected a superstructure of which I would have been proud, and upon which men could have gazed with admiration." See to it, young men, young women, that no such cry ever proceeds from your lips. Use the opportunities which come to you in youth for the attainment of life's purpose.

Another element which will contribute to your welfare, is the fact that you dwell in the best country on the face of the globe—a country whose resources are boundless and where energy and determination receive a rich reward. In no country on earth will you find the old ladder of success easier to climb than in the United States of America.

I know we are living in an age when competition is strong and when he who would win must strain every muscle and put forth every energy. The top ranks, we are told, are crowded. And yet there is more room among the top ranks in our own country than anywhere else. America leads the world. New enterprises call for new men and women. The summons to occupy these positions come speedily to men and women of talents, energy and determination. If success can be achieved anywhere it certainly can in your own country where one is not handicapped by lack of opportunity. Your education, your youth, your environment are elements which contribute to success.

And yet I ask you to remember that you are not assured of success, because of these advantages. They may become your friends or your foes.

Two ships leave the harbor at the same time. One is borne on by winds and waves and reaches its destination in safety. The other, too, is borne on the same wind and waves and is dashed to pieces on the rocks. In the first case the wind and waves were friends; in the second case they were foes. What constituted the difference? It all depended upon the way in which the ship was guided. Your education, your youth, your environment may become your friends

or foes. It all depends upon the principles by which you guide your life.

The principles which insure success are not unknown. Many have attained it and can point out the rocks upon which men make shipwreck of their lives. Harken then to the voices of the successful ones as they indicate the way.

Young men, young women, have an ideal. Be something. Do something. As you, young men, contended on the baseball field and on the gridiron and made it your one ideal to defeat your opponent so in the moral realms of life make it your aim to excel. Be contented with no grade of inferiority. Be satisfied only with the best—the best physician, the best lawyer, the best business man, the best teacher, the best in whatever you may engage. One of the principles of a successful life is this: Endeavor to be second to none.

Remember, however, as you are contending that the very highest ideal is not how much one can get out of life, but rather how much one can put into life. Round about you will be found opportunities for doing good. The world is full of need. Sorrow, distress, unhappiness, will form to a large extent your environment. Develop the capacity of saying "No" to temptation, but "Yes" to the voice of need. As the Italian soldiers in the hour of their country's great peril, heroically responded to the call of that famous patriot, Garibaldi, and regained the freedom of their land, so respond courageously and willingly to the cry of distress. Invest your talents amid opportunities for doing good and allow them to bring great rewards.

From the far west comes a story which is not without a moral. A Kansas farmer, whose term in the State Legislature was about to expire, desired to give a complimentary dinner to his colleagues. Elaborate preparations were made and a joyful gathering was anticipated. At the very last moment it was learned that the dessert had failed. With great consternation the wife approached the husband and sought a solution for the difficulty. "Tell the servants," said he "to get a half dozen choice melons." "But," said the wife, "these men have melons on their farms and will care very little for them." "Never mind," was the reply, "do as I say." The melons were procured, all were plugged and a quart of champagne poured

into each one. When the melons were served, the guests looked at them with disgust, but out of courtesy to their host, began to sample the same. With all due respect to the Kansas Legislators, it must be confessed that it soon became a case of "the more you eat, the more your want." Incidentally it was observed that each one of the guests carefully picked out the seeds and slipped them into his pocket.

The illustration is a simple one, but conveys a great truth. Fill your lives with that which is not common—the highest ideals, the loftiest purposes, the boldest determination to serve and benefit—and you will be sought after by your fellow men. This is the substance of the truth the Master set before us when He said, "He who would be the greatest among you, let him be the servant of all."

Let nothing stand between you and your ideal. Results are not in your hands, but efforts are. Keep before you the motto you have wisely chosen, "Faithful in All." As we look about we see that faithfulness and patience are the avenues to the realization of ideals. Edison as he faithfully toils in his laboratory; Marconi as he spends years in the development of a simple principle, and hosts of others give sound expositions on the successful life. Faithfulness always brings its reward.

You have already experienced the truth of that statement. As you toiled over your text books and applied yourself in acquiring an education, you have learned this:

"Not to the strong is the battle,
Not to the swift is the race;
But to the true and the faithful
Victory!"

Take that principle with you into life. Be faithful in whatever you undertake. Take care of the little things, knowing that the small cannot be distinguished from that which is great, and realizing that the lesser always leads to the greater. Weave into the fabric of your lives the thought which comes to us from Carlyle's rendering of Goethe's striking description of a true man:

"Like as a star
That maketh not haste,
That taketh not rest,
Each one fulfilling
His God-given best."

Or as Emerson expresses it in those rarest lines of his :

"Teach me thy mood, O patient stars,
That climb each night the ancient skies
Leaving on space no trace, no scars,
No sign of age, no fear to die."

If I should give you any further advice, I would say this: Be honest. We are told to-day that honesty and prosperity have long since been divorced and that to attain greatness or to amass a fortune, dishonest methods must be employed. Be not deceived. Honesty and prosperity are still twin sisters. Dishonesty hurts no one as much as it hurts self. Therefore, do not become your own enemy. Let your words be open to the inspection of others. Let your deeds be such as will not bring vain regrets to loving mothers. See to it that no block which you place in your career is supported by false props. Every dishonest act mars the temple of manhood and womanhood. Every honest deed enhances its beauty. Let each word and deed be such that you can safely build upon them. As another well says, "What you are to be, you are already becoming."

I know that you will find it hard to follow up the ideal which has been set before you to-night. There will be times when you will find it exceedingly difficult to remain true, faithful and honest. And in order that you may not falter, I ask you to have as your inspiration that which has been the support and strength of those whose lives and works you have studied.

History brings to our notice a noble woman, Florence Nightingale, whose purpose was to put as much into life as she possibly could. As she sacrifices her own pleasure and ministers to the soldiers in the Far East, we ask her the secret of her life and she answers, "I have never denied God anything." She subjected her life to the will of her Master.

We enter the realm of statesmanship, and the testimony of the great men strikes no discordant note with the above. Daniel Webster once said that if there was anything to which he was indebted for his greatness it was the Bible and the Biblical instruction he received at his mother's knee. William E. Gladstone, England's grand old man, frankly confessed that his desire had always been to dedicate his life to the study of the teachings of Christ.

We enter the realm of literature and the testimony is all the same. Among Carlyle's last words were these: "The tidings of the most important event ever transacted in this world is the life and death of the Divine Man in Judea, at once the symptom and cause of innumerable changes to all people of the world." John Ruskin will be voted the first place among English prose writers of the last two centuries. But he says that his life has been dedicated not "to the study of the beautiful in face and flower, in landscape and gallery, but to an interpretation of the truth and beauty of Jesus Christ." Shakespeare paid reverence to Christ in passage after passage. All the great poets of modern days unite in saying:

"Thou seemest human and divine,
The highest, holiest manhood Thou;
Our wills our ours, we know not why;
Our wills are ours to make them Thine."

Let that which has been their inspiration be yours also.

Follow highest ideals, faithfully, patiently, honestly. And when idealism clasps hands with reality, Heaven's Chronicler will record thus: In the day of their pilgrimage on earth, these people builded true and strong. Ideals were sought, virtue was enthroned, hopes were brightened, lives were sweetened, faith in God and humanity was strengthened, and the inspiration of it all was the matchless life of Jesus Christ, the Redeemer of the world.

- Music—"A Message from Mars"—*Ascher* Orchestral
Singing—"One Grand Sweet Song" Clara
Reading—"The First Fourth of July Celebration,"
John A. Thompson
Recitation—"Changing Colors" Emma Louise Westlake
Two-Part Song—From Rossini's "Cinderella" Girls
Recitation—"Just a Foolish Little Song" Emily Branford
Recitation—"Johnny's History Lesson" Charles D. Stratton
Music—Intermezzo, "Mazeppa"—*Schwartz* Orchestral
Recitation—"Marguerite" Eva M. Davenport
Recitation—"The Owl Critic" Hugh Pryer Horobart
Vocal Duet—"Come Where the Sunlight Sleepeth,"
Ruby B. Collins, Etta McCracken
Recitation—"Adeline" Anna M. Senior
Reading—"The Springtime" Jennie T. Smith
Singing—"Sion"—*Paul Rodney* Clara
Recitation—"The Origin of Beethoven's Moonlight Sonata,"
Atlle M. Wilkins
Violin Duet—"Serenade" Edna King, Graham Lester
Recitation—"The Bravest Boy in Town" Harry-Craig Green

Song—" In Meadow and in Garden "	— <i>G. E. Oliver</i>	Boys
Recitation—" Dizzy Headed Dick "	.....	Elizabeth C. Taylor
Music—" Superba Waltzes "	— <i>L. A. Rausch</i>	Orchestra
Recitation—" My Ships "	.....	Margaret E. MacDowell
Recitation—" The Fashionable School Girl "	.....	Cecil H. Cleary
Singing—" Graduation Song "	.....	Class
Address	Rev. George E. Barber	
Distribution of Certificates of Graduation.		



Graduates.

Ackert, Charlotte K.	Dunlap, Samuel Robert
Adams, Harry T.	Eden, Arthur Victor Booker
Aird, Ruth M.	Eden, Florence Minnie
Anderson, Edith May	Emans, Albert S.
Barr, James Alexander	Ewers, Robert Ray
Baxter, Harry B.	Finkle, Samuel
Bedell, Edna L.	Fintell, Otilda M.
Bedell, May Seymour	Foster, William
Billingsley, Marguerite H.	Gaffney, May A. C.
Blackman, Lillian E.	Gardner, Annie H.
Bowerman, Dorothy Laurretta	Gasking, Florence M.
Branfoot, Emily	Gatter, Lachlan Stewart
Brill, Edward Hopkins	Gerow, Leonard Hall
Brooks, Annabel	Green, Harry-Craig
Brown, Florence L.	Grimley, Elmer B.
Brundage, Marjorie Bate	Hadfield, Gladys M.
Buckmaster, Grace Violet	Hassdenteufel, Karl H.
Burnstine, Ethel H.	Hedges, Emma M.
Caldwell, Agnes	Hedges, Marion
Caldwell, Thomas G.	Herrmann, George M.
Campbell, John	Heuthe, Julius F.
Cathcart, James	Higgins, Timothy F.
Cleary, Cecil H.	Hirschcoff, Rose
Collins, Mildred Edna	Hiorobin, Hugh Pryer
Collins, Norah D.	Hunt, Anna A.
Collins, Ruby B.	Hyndman, Elizabeth G.
Colter, Earl Booth	Irwin, Fred C.
Conkling, Frank	Jamison, Margaret J.
Cosman, Alfred M.	Johnson, Blanche Henrietta
Cosman, Fred	Johnson, James L.
Cowley, Harry	Karmel, Newman David
Craig, Mary W.	Keefe, Amy W.
Curtis, Luka M.	Ketcham, Lulu B.
Davenport, Eva Margaret	King, Edna Marie
Deegan, Daniel J.	Kingston, Fred D.
Dickey, Ruth F.	Kloth, Marie Evelyn
Diehl, Mary	Lawson, Edith A.

Lawson, Ethel I.
Leahy, Ella C.
Lent, Helen Q.
Leslie, Graham
Livingstone, Alice Maude
MacDowell, Margaret E.
Mackinson, Mildred R.
Magee, Bernard W.
Mantz, Agnes Matilda
Mapes, Helen
Martin, Adele
Martin, Camilla
Marvel, Sarah F.
McCracken, Henrietta
McWilliams, Martha
Miller, Howard E.
Miller, William R.
Millsbaugh, Kenneth R.
Murray, Helen V.
Murray, Jennie R.
Negus, Millie A.
Peck, Cuthbert H.
Pope, Roma E.
Rodman, Georgiana Mason
Ross, Henry
Ryan, Margaret A.
Schermerhorn, Giles Barhydt
Scofield, Maria Catharine
Senior, Anna M.
Shaw, Alice
Sheehan, J. Frank
Smith, Jennie T.
Smith, Theron

Solomon, Violet
Stanbrough, Raymond
Stocker, James
Stratton, Charles Donaldson
Taylor, Elizabeth Cushier
Terwilliger, Matie Natilie
Thompson, John A.
Tompkins, Charles Edward
Toohey, John
Townsend, Agnes
Turner, Floyd Gerow
Turner, Lulu
Tyler, Marguerite Lucy
Updegraff, Robert Rawls
Waddington, Fred A.
Wall, Hattie May
Walsh, Elijah
Ward, Florence O.
Weed, Charles Freeman
Westervelt, Roy W.
Westlake, Elizabeth E.
Westlake, Emma C.
Westlake, Emma Louise
White, John Thomas Sloane
White, Rita M.
Whitehead, Nellie A.
Whittaker, Arthur
Wilkinson, Samuel F.
Williams, Florence M.
Wilkin, Atlie Merilla
Wolley, Mary Etta
Woodburn, Joseph W.
Woolsey, Gertrude Sands

Address to Grammar School Graduates.

BY REV. GEORGE E. BARBER.

The search of the mind, when any address is to be made, is for subject of a theme suitable to the occasion or suitable to the thought that the occasion suggests. Often there will come flashing into the mind in the hour of meditation some phrase or sentence from literature or philosophy or sacred writ that holds the thought and makes itself the theme about which thought clusters. Such a phrase forced itself upon my thought when I pictured this scene and imagined myself standing in this presence to-day.

I can hardly tell you what I saw yonder in my room when fancy I stood before the graduates and the under-graduates of the Grammar Schools of this city, "And felt what I can never express yet cannot all conceal."

Indeed the vision always does and always should exceed the possibility of description. Browning says, "Oh! but a man's reach should exceed his grasp or what's a heaven for," and any vision not high enough nor grand enough that any words can describe any pencil paint. The artist sees the landscape and to the artist's vision there are beauties there that the common eye does not behold, or he looks into the heavens as Wordsworth did and beholds

"Beauty beyond beauty ever seen
By waking sense or by the dreaming soul."

And he mourns that upon the canvas he cannot portray the beauty and the glory that appeared to him. The great apostle caught up into the third heaven, saw unspeakable things that it was not possible for him to utter, and Charles Dickens, who looked with searching vision into the mysteries of life and character, could speak of them only as a book whose pages one by one could be read to the heart that loved, or as a stream where to the vision of love there came but glimpses of buried treasures and other things submerged.

While I saw the vision that I cannot describe and dreamed the dreams that baffle words, a single phrase from the words of the wise man came again and again to my thought, "The days of thy youth."

What an expression it is and how much is contained in it! All joy, all love, all life are in the words. All hope, all expectancy—the climbing or the soaring of the soul upward toward the mountain peaks of life or toward the stars of destiny are there.

Earth opens its treasure house and with lavish hand flings its riches at the feet of youth. Time that sweeps like an eagle across the heavens of manhood, or like a shooting star across the heavens of age—time that manhood cannot hold and age cannot stay, obeys the voice of youth and folds his mighty wings and rests while youth enjoys its golden hours. The very passing of time that manhood marks with anxious eye; that age beholds with fear, does not begin for youth till youth has entered manhood.

How shall we describe youth? How portray its glory? Solomon could describe age, but never youth. Youth is expectant and hopeful, youth is free and careless, youth is rich and royal. Love fills the heart and glorifies the world in youth. Is it any wonder that manhood hides himself from the coming of age? Is it any wonder that men have searched earth for the fountain of youth the drinking of whose waters would turn life back from age to youth again and make the drinker forever young?

He who has yet the days of his youth is blessed beyond kings and rich beyond those who hold earth's millions of gold. I would rather be a youthful plow-boy on the prairies, or a youthful herdsman on the mountain side, or a youthful pioneer in the depths of forest, than to be an aged multi-millionaire, or an aged king upon the mightiest throne of earth. The one cry of the millions of earth upon whom age has left its marks in hoary hairs and stooping form and wasting powers, no matter what earth has given of riches or honor or power, is the hopeless cry, "Come back, my youth, come back!" "All my possessions for an inch of time," said a dying king, and for the span of life from the days of his youth he would have multiplied his scepter and throne, and empire by all of earth and by all the stars and by all the universe and given all, that he might be young once more.

This golden age is yours to whom I speak to-day. The strength of youth, the hopefulness of youth, youth's joys and carelessness, all its wondrous possibilities are yours, without money and without price.

Would you know the value of your youth? Then walk abroad through busy streets, or through the marts of trade where millions are tossed about as childhood's toys, and age, holding in feeble hands its countless gold will offer thee all for thy youth. Go where might and power that rules empires and kingdoms sits enthroned, and age, kings and emperors will offer thee thrones and empires for thy youth.

Could you part from youth as you part from gold or exchange it for aught that earth contains, then you could name your price, and though it were earth with its countless gold and empires vast and grand, yet all you could possess in exchange for youth and the price you could demand would not be too great. Youth is worth all and more than all that earth contains beside to him who values it aright and employs it as the highest wisdom teaches.

And yet I would not have you think too highly even of your youth if you think only of the brief years that youth contains. Considered only as the passing years, youth is not of such wondrous worth. Though for it wealth would give its millions and power would give its thrones and empires, still as a mere period of life, the duration between "seven times two" and "seven times three," youth is of little worth. Is that of priceless worth that you for a moment hold then lose forever? Is that of priceless worth that glances like a sunbeam through the clouds of an eternal storm and then is lost in the abiding gloom and darkness? The very memory of the sunbeam makes the storm more drear and the heart more desolate if the sunbeam never comes again. The hope of youth must be filled in manhood, the carelessness of youth must be the promise that dull, benumbing care shall not haunt the life and dull the spirit in future years—the riches of youth, the royalty of youth must make manhood and character rich and royal or manhood is the more desolate and the more worthless for all that youth contains.

If you are wise to-day and wise through the days of your youth there will be but one question upon your lips through the days

your youth. You will ask of me or you will ask of wisdom greater than mine, how can all the promise and all the possibilities of youth be fulfilled in manhood? How can I live, how can I act, what can I do so that the hopes of youth shall not give place to the regrets of manhood and the expectations of youth to the despair of manhood? How can I live in youth so that the carelessness and the freedom of youth shall become in manhood the absence of destroying care and the presence of highest freedom? How live so that youth's riches and royalty shall be riches indeed and royalty higher than the royalty of kings, when manhood's years are come. All of this questioning of the mind and soul and more than this, are included in the questions that youth too seldom asks: "How shall I spend the days of my youth?"

There is one answer that includes all answers, and beyond question is the wisdom of that answer. Spend youth and all the days thereof as you will wish you had when the days of manhood are come. Cast forward your thought; fling life forward into the years of manhood now and again when study seems hard, when discipline is irksome, when law and the restraints of law hold back the life from joy and seem to enslave the soul, then fling life forward through a score of years and live for the moment in the days of manhood. You are not youthful now, but in the full age and strength of manhood, and here is high position to which your hearts aspire, here are possible riches that will bestow comforts, luxuries upon you and all you love, here is honor that you covet or power that you desire. The possibility that comes in a moment and in a moment must be grasped and held or it is gone forever. "There is a tide in the affairs of men which, taken at its flood, leads on to fortune;" but it must be taken at its flood and the flood tide has come and with it the golden opportunity. Are you ready for it? Can you grasp and hold the opportunity? Can you enter into the riches or into the honor that for the moment await your coming? Or must you hold back as many a man has and mourn—"Oh, if I had improved the days of my youth," and with the lament lose forever the great opportunity of life.

No man is ever ready for the opportunity who has not climbed step by step to the place of opportunity and stood ready when the

door opened to enter in. That opportunity, whatever it may be, surely coming to you, somewhere in life, and whether you are ready for it or not, depends upon all the life that precedes the opportunity.

Now is the time for preparation. Live now, improve time as a privilege now as you will wish you had, or as you will be glad you did when the flood tide comes that is to bear you on to fortune or leave you forever on the sands of the hither shore. Be ready for the life that is to come, the earthly life with its one golden opportunity. It is approaching you faster than you dream and while you dream it will be upon you if dreams instead of action are the habit of life.

Picture the opportunity, behold it in visions, dream it in dreams—even in the dreams of thy youth—make it golden and glorious. Live the dreams and visions of your soul; then live for it, struggle for it, labor for it, till upon your very souls shall come the sweat of toil till riches, power, fame shall say, "It is enough, come up higher." Aye thou wouldst better die for it than live an aimless and a useless life.

You have begun well, I know. Your presence here to-day awaiting as you are the reward for your study and application and your faithfulness is proof of a good beginning, or I should be speaking to other youth than you, or I should not have the privilege of a speech to any youth, and the hundreds of your admiring friends would not be here to do you honor. Upon this beginning I offer my congratulations and surely they are not empty words. They are just appreciation of your labor and of your reward for labor.

Do I speak of your diplomas as your reward? Do not so understand me, I pray. The diploma is but the sign of the reward. Your gain is not the diploma you receive, but the training and discipline of the mind to think and comprehend truth and to apply the knowledge you have gained, or any knowledge that you may have gained, to the needs of life. That is your gain. Education is the training of the mind to think and to apply, or it is nothing and worthless. All the truth; all the knowledge that has been spoken in your ears and all that you have read in books, can be spoken into a phonograph and the phonograph will repeat it all, word for word, and still be unconscious, inert, dead. But truth conveyed to the mind

the hearing of the ear or by the seeing of the eye, becomes ability and force and power, because the mind lives and is influenced and inspired and moved by the knowledge it receives. Do not be a mere phonograph to hear and repeat truth, but be living minds that think and meditate in study ever deeper and more profound, till out of thought, thought is evolved and from your meditations shall come forth truth or the application of truth that shall bless the world. That is the object of education, to make you able to think and able to apply that knowledge to the needs of life.

If you have learned to think and classify and apply thought and knowledge then I may congratulate you indeed: for you are in the pathway leading to the highest things of life. And though you are at the beginning of the way and the end seems far, yet you will gain the end—some end that will be gain and honor and power to you.

I wish I might impress upon you one truth to-day—life always follows thought and becomes like thought. As your thoughts are so your life will be. If you think only of pleasures, vanity, follies, you needs must say at the end of life, "Vanity of vanities, all is vanity." If your thoughts are of low things, sinful and unclean things, the life will become a thing unspeakable. If your thoughts are good and pure, high and holy, the life will become exalted more and more till

"Your feet with angel feet shall vie
And tread the palace of the sky."

Climb the very heavens of beauty, purity, holiness in your thoughts and your lives shall follow the pathway where your thoughts have journeyed upward, till you have attained to all beauty of character and all beauty of holiness. Forget all else that I say, but remember this and follow it, and your lives, whatever else they may or may not contain, will be a blessing and a benediction to the world. Whatever else you may gain or fail to gain, manhood, womanhood, character, the heights of which are above all heights of earth, the royalty of which is higher royalty than that of crowned kings, these are within the reach of all. These possess, for these are the highest good, and may God keep you from failing and from coming short of the highest good, which is true manhood, true womanhood, or high and holy characters upon which these are builded.

Roll of Honor.

The following pupils of the schools named were present every school day during the year ending Wednesday, June 22d, 1904.

NEWBURGH FREE ACADEMY.

Marquis McCroskery,
Florence Gale,
Fannie Kinney,
May Harrison,
Percy Hanford (4 years),
Sadie White (5 years),
Flora White,
Edgar Barnes (2 years),
Mamie Brown (4 years),
Floyd Callahan,
Ethel Maharay,
Maria Scofield,
Emma L. Westlake,
Agnes Mantz,
Wm. Templeton,
Stanley Sands,
Harry Lockwood,
Chas. Kernahan,
Donald Forson,
Florence Hamill,
Margaret McCollam,
Polly Robinson,
Jennie Snyder,
Clara Wilkes,
Florence Fiorini,
Catherine Cooney,

Matilda Shay (9 years),
Hazel Squier,
Gregg Courtney (2 years),
Chas. Guy (2 years),
Moses Sobel (9 years),
Wm. Matuszewski (2 years).
Alfred Blakeney,
Mabel Bayne (3 years),
May Marsden (4 years),
Harry Dawson (3 years),
Floyd Turner,
Rosa Harrison,
John Campbell,
Anna Ward,
Christina Boyd,
Julia Wells,
Clarence Hunter,
Harry Jamieson,
Martha Crawshaw,
William Campbell,
Geo. Gearn,
Frederick Smith,
Warren Moores,
Grover Connolly,
Leonard Herrmann.

WILLIAM H. DOTY, Principal.

WASHINGTON STREET SCHOOL.

Agnes Caldwell,
Marion Hedges,
Etta McCracken,
Theron Smith,
Arthur Whittaker,
Herbert Brundage,
Albert Selke,
William Werner,
Vere Alexander,
Elsie Collins,
Bessie Parrott,
Elizabeth Graham,
Ethelyn Sloan,
Ruth Lee,
Elizabeth McGregor,
Robert McWilliams.
Margaret Simpson,
Alman Laegler,
Samuel Moore,
Mary McCracken,
William Brown,
William Hellstern.

Carrie Battiger,
Daniel Brewer,
Earl Hyatt,
Harry Parrott,
Frank Selke,
Florence Hellstern,
Harry Kilchenman,
Robert Simpson,
Susie Fuller,
Mabel Burke,
Ralph Burke,
Joseph Ready,
Robert Lamont,
Samuel Caulfield,
Stewart McCollam,
Barbara Battiger,
Wesley Bartels,
Harry Rhodes,
Robert Wright,
Henry Wright,
Adelaide Caulfield.

WILLIAM H. KELLY, Principal.

GRAND STREET SCHOOL.

Harry Baxter,
John Thompson,
Ethel Lawson,
Sarah Marvel,
Jennie Murray,
Jennie Smith,
Rita White,
Effie Strickland,
Joseph Fitzpatrick,
William Noyes,
Willis Dennig,
Florence Relyea,
Mollie Lozier,

Lena Bickel,
Harry Noyes,
Ralph Cathcart,
Homer Ramsdell,
Clayton B. Weed,
Edward Carpenter,
Sarah Allison,
John Davidson,
Harry McKinney,
Caesar Hollberg,
Ethel Buchanan,
Edward Noyes,
Jessie Riddett,

Lillian Mackey,
Belle Westervelt,
Ralph Bancroft,
William Clark,
William MacDowell,
Elberon Van Scoy,

Clifford Barnes,
Harold Belknap,
Pauline Baird,
Elsie Jones,
Earl Sykes,

CHAS. E. SNYDER, Principal

SOUTH STREET SCHOOL.

Alfred M. Cosman,
William R. Miller,
Charles D. Stratton,
Fred A. Waddington,
Altie M. Wilkin,
Gerow Wilkin,
Bainey Little,
Ralph Hoag,
Ellinor Allison,
Stewart Marsden,
William Guthrie,
John Dougherty,
William Wynn,
Eva Coursen,
May O'Donnell,
Harrison Comfort,
Harold Hawks,
Frank Hunter,
Jean J. Macintosh,
Camilla Brundage,
Myra Clark,
Bessie Dubois,
Mary Hulse,
Caroline Wynn,

Viola Johnson,
Stephen Herbst,
Mary Gerhardt,
Anna Brundage,
Marie Covert,
David Davis,
Warren Bayne,
Frank Greenwood,
August Gerhardt,
Joseph Cosman,
May Brown,
William Irving,
Harry Kinnicutt,
Antoinette King,
Thomas Hart,
Lillie Wakeman,
Frances Fleming,
Alice O'Donnell,
William Kernochan,
Florence Bayne,
Frank Gollow,
William Hawks,
Clark Stratton.

M. H. DUSINBURY, Principal

WEST STREET SCHOOL.

Walter Greenwood,
William Milner,
David Ward,
Minnie Benjamin,
William Robinson,
Fred Mellor,

Rosa Wakeman,
Kitty Green,
Timothy Kavanaugh,
Anna Shedlock,
Mary Vita.

AGNES C. MILLER. Principal.

LIBERTY STREET SCHOOL.

Mildred Templeton,
Adam Huston,
Berthold Laurell,
Marguerite Harrison,
Hattie Ostrander,
Frank Blaney,
Howard Neal,
Theodore Linehart,
Hugh Ross,
Mildred Ryan,
Sophie Siener,
Thomas Huston,
Charles Templeton,
Mary Strong,
Archibald Laurell,
Scovill Tyler,
Helen Templeton,
John Groves,
William Decker,
Bessie Groves,
Laura Groves,
Alfred Boyle,
Edith Manitz.

Claire O'Brien,
Alice Whitehill,
Minnie Douds,
Ethel McGregor,
Daniel Brown,
Albert Todd,
Emma Ryan,
James Wands,
Mary Olsen,
Ethel Halstead,
Florence Best,
Olla Tierney,
Adelaide Thompson,
Edna Siener,
Elizabeth Arbuckle,
Marjorie Vrooman,
Grace Best,
Agnes Douds,
Clyde Dawson,
Wesley Masten,
Fred Masten,
Julius Linehart,
Samuel Sands.

GEORGE E. ATWOOD. Principal.

Officers of the Alumni Association, Newburgh Free Academy.

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EXECUTIVE COMMITTEE.

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L. W. Y. McCroskery, '76,	Miss Mabel T. Leeper, '00,
Alex. W. Coleman, '98,	Sara W. Snowden, '88,
Peter Cantline, '00,	Mrs. Nathan S. Taylor, '74,
	Miss Agnes Templeton, '78.

Course of Study.

PRIMARY DEPARTMENT.

FIRST YEAR.

Number Work	Combinations, through No. 10.
Reading	Ward's Phonograms.
Reading	Ward's Primer.
Reading	Ward's First Reader, commenced.
Physiology	Oral, 30 lessons, Pathfinder, No. 1.
Writing	Smith's Primer.
Drawing	Prang's Elementary Art Course, 2-3 hour per week.

SECOND YEAR.

Arithmetic	Read and write numbers to 1,000. Combinations to 25, addition and subtraction tables completed.
Fractions in and including tenths, numerator one, original concrete work.	
Writing	Smith's Short Course, Books I and II.
Drawing	Prang's Elementary Art Course, 1 1-2 hours per week.
Reading	Ward's First Reader completed.
Reading	Baldwin's First Reader.
Reading	Ward's Second Reader.
Physiology	Oral, 30 lessons, Pathfinder No. 1.
Spelling	Drill from reading lessons.

THIRD YEAR.

Arithmetic	Atwood's complete graded Arithmetic. Grade III.
Writing	Smith's Short Course, Books III, and IV.

Officers of the Alumni Association, Newburgh Academy.

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PRIMARY DEPARTMENT.

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Reading	Ward's Primer.
Reading	Ward's First Reader, commenced.
Physiology	Oral, 30 lessons, Pathfinder, No. 1.
Writing	Smith's Primer.
Drawing	Prang's Elementary Art Course, 2-3 hour per week.

SECOND YEAR.

Arithmetic	Read and write numbers to 1,000. Combinations to 25, addition and subtraction tables completed.
Fractions in and including tenths, numerator one, original concrete work.	
Writing	Smith's Short Course, Books I and II.
Drawing	Prang's Elementary Art Course, 1 1-2 hours per week.
Reading	Ward's First Reader completed.
Reading	Baldwin's First Reader.
Reading	Ward's Second Reader.
Physiology	Oral, 30 lessons, Pathfinder No. 1.
Spelling	Drill from reading lessons.

THIRD YEAR.

Arithmetic	Atwood's complete graded Arithmetic. Grade III.
Writing	Smith's Short Course, Books III, and IV.

Spelling	Harrington's Speller, Part I, page 21 to 36.
Drawing	Prang's Elementary Art Course 1 1-3 hours per week.
Reading	Baldwin's Second Reader.
Reading	Ward's Third Reader.
Physiology	First Half Child's Book of Health (Blaisdell) Oral, 30 lessons.

FOURTH YEAR.

Arithmetic	Atwood's Complete Graded Arith- metic. Grade IV.
Writing	Smith's Intermedial Course, Book 5 and 6.
Spelling	Harrington's Speller, Part I, page 37 to 56.
Geography	Natural Elementary to page 65.
Language Lessons	Hyde's Practical Lessons in Eng- lish, Part I.
Drawing	Prang's Elementary Art Course Books 1 and 2, 1 1-2 hours per week.
Reading	Baldwin's Third Reader.
Physiology	First Half of Pathfinder, No. 2.

FIFTH YEAR.

Arithmetic	Milne's Elements, pages 138 to 203.
Intellectual Arithmetic.....	Colburn, for drill.
Writing	Smith's Regular Course, Books and 4.
Spelling	Harrington's Speller, Part I, page 56 to 78.
Geography	Natural Elementary, completed.
Language Lessons.....	Hyde's Practical Lessons in Eng- lish, Part II.

-
- Drawing Prang's Elementary Art Course,
Books 3 and 4, 1 1-2 hours per
week.
- Reading Baldwin's Fourth Reader.
- Physiology Pathfinder No. 2, completed.
- Supplementary Reading in all grades.
- Music in 4th and 5th year, one hour per week—National Second
Music Reader.
-

GRAMMAR DEPARTMENT.

SIXTH YEAR.

- Arithmetic Milne's Standard, pages 99 to 183.
- Intellectual Arithmetic.....Colburn, for drill.
- Writing Smith's Regular Course, Books 5
and 6.
- Spelling Harrington's Speller, Part II, pages
1 to 31.
- Geography Natural Advanced to page 93.
- Grammar Reed & Kellogg's Graded Lessons
in English to lesson 48.
- Drawing Prang's Elementary Art Course,
Books 5 and 6, 1 1-2 hours per
week.
- Reading.
- Physiology First Half How to Keep Well,
(Blaisdell).

SEVENTH YEAR.

- Arithmetic Milne's Standard, from pages 183
to 251.
- Intellectual Arithmetic.....Colburn, for drill.
- Writing Smith's Regular Course, book 7.
- Spelling Harrington's Speller, Part II, pages
32 to 60.

History	Montgomery's United States page 191.
Geography	Natural advanced, complete the book.
Grammar	Reed & Kellogg's Graded Lessons in English, lessons 48 to 82 in- clusive.
Drawing	Prang's Elementary Art Course Books 7 and 8, 1 1-2 hours per week.
Reading	
Physiology	How to Keep Well, complete (Blaisdell).

EIGHTH YEAR.

Arithmetic	Milne's Standard, completed.
Intellectual Arithmetic	Colburn's, for drill.
Writing	Smith's Regular Course, book 8.
Spelling	Harrington's Speller, Part II, com- pleted.
Bookkeeping	Montgomery's Bookkeeping, single entry.
History	Montgomery's United States and the Constitution of the United States, complete.
Grammar	Graded Lessons in English, com- plete. Higher Lessons in En- lish.
Grammar	Composition special.
Drawing	Prang's Elementary Art Course Books 9 and 10, 2 hours per week.
Physiology	Our Wonderful Bodies, (Hutch- inson).

Music in all grades one hour per week—National Second Music
Reader.

Course of Study.

ACADEMIC DEPARTMENT.

ENGLISH COURSE.

NINTH YEAR.

First Term.

Physical Geography,
Algebra,
Advanced Grammar,
American Literature,
Physiology.

Second Term.

Botany,
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

Double Entry Bookkeeping or
Grecian History,
Algebra,
Physics,
Rhetoric and Literature,

Second Term.

Civics,
Advanced Arithmetic,
Physics,
Rhetoric and Literature,

ELEVENTH YEAR.

First Term.

English Literature,
English History,
Geometry,
Chemistry,

Second Term.

English Literature,
Advanced U. S. History,
Geometry,
Chemistry.

Manual training and drawing (Prang System) each one-half day a week.

SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

Physical Geography,
Algebra.
Advanced Grammar,
American Literature,
Physiology,

Second Term

Botany
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

Double Entry Bookkeeping,
Physics,
Algebra,
Rhetoric and Literature,

Second Term.

Civics,
Physics,
Algebra,
Rhetoric and Literature

ELEVENTH YEAR.

First Term.

French or German,
English History,
Geometry,
Chemistry,
English Literature,

Second Term.

French or German,
Advanced U. S. History,
Geometry,
Chemistry,
English Literature.

TWELFTH YEAR.

First Term.

French or German,
Astronomy,
Grecian History,
Solid Geometry or U. S. History,
English—College Preparatory,

Second Term.

French or German,
Geology,
Advanced Algebra or Zoology,
Roman History,
English—College Preparatory.

Manual Training and Drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

LATIN-SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

Physiology,
First year Latin,
Algebra,
Advanced Grammar,
American Literature,

Second Term.

First year Latin,
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

Physics,
Algebra,
Caesar and Latin Prose,
Rhetoric and Literature.

Second Term.

Physics,
Algebra,
Caesar and Latin Prose,
Rhetoric and Literature or Civics

ELEVENTH YEAR.

First Term.

Cicero and Latin Prose,
Geometry,
French or German,
English Literature.

Second Term.

Cicero and Latin Prose,
Geometry,
French or German,
English Literature.

TWELFTH YEAR.

First Term.

Virgil and Latin Prose,
Grecian History,
French or German,
Solid Geometry or U. S. History,
English—College Preparatory,

Second Term.

Virgil and Latin Prose,
Advanced Algebra or Zoology,
French or German,
Roman History.
English—College Preparatory.

Manual Training and Drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

CLASSICAL COURSE.

NINTH YEAR.

First Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature,
Physiology.

Second Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature,

TENTH YEAR.

First Term.

First year Greek,
Rhetoric and Literature,
Caesar and Latin Prose,
Algebra,

Second Term.

First year Greek,
Rhetoric and Literature,
Caesar and Latin Prose,
Algebra.

ELEVENTH YEAR.

First Term.

Cicero and Latin Prose,
Anabasis and Greek Prose,
Geometry,
English Literature and Com-
position.

Second Term.

Cicero and Latin Prose,
Anabasis and Greek Prose,
Geometry,
English Literature and Com-
position.

TWELFTH YEAR.

First Term.

French or German,
Virgil and Latin Prose,
Iliad and Greek Prose,
Grecian History,
English—College Preparatory,

Second Term.

French or German,
Virgil and Latin Prose,
Iliad and Greek Prose,
Roman History,
English—College Preparatory

Manual Training and Drawing (Prang System) each one-h
day a week, during the ninth, tenth and eleventh years.

Classes in Plane Trigonometry formed as required.

Students preparing for admission to Normal Schools and Tea
ers' Training Classes are required to take U. S. History in place
Solid Geometry in the Scientific and Latin Scientific Courses, a
Civics in the last half of the tenth year in the Latin Scientific Cour

COURSE OF STUDY ARRANGED FOR COMPARISON.

ENGLISH.		SCIENTIFIC.		LATIN SCIENTIFIC.		CLASSICAL.
NINTH YEAR.		NINTH YEAR.		NINTH YEAR.		NINTH YEAR.
First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.
Algebra, Ad. Gram., Literature, Ph. Geog., Physiology.	Algebra, Ad. Gram., Literature, Botany.	Algebra, Ad. Gram., Literature, Ph. Geog., Physiology.	Algebra, Ad. Gram., Literature, Botany.	Algebra, Ad. Gram., Literature, Beg. Latin, Physiology.	Algebra, Ad. Gram., Literature, Beg. Latin, Physiology.	Algebra, Ad. Gram., Literature, Beg. Latin, Physiology.
TENTH YEAR.		TENTH YEAR.		TENTH YEAR.		TENTH YEAR.
Algebra, English, Physics, Bookkeeping, Civics.	Ad. Arith., English, Physics, Civics.	Algebra, English, Physics, Bookkeeping, Civics.	Algebra, English, Physics, Civics.	Algebra, English, Physics, Caesar.	Algebra, English, Caesar, Beg. Greek, Algebra,	Algebra, English, Caesar, Beg. Greek, Algebra,
ELEVENTH YEAR.		ELEVENTH YEAR.		ELEVENTH YEAR.		ELEVENTH YEAR.
Geometry, Eng. Lit., Chemistry, Eng. History, Ad. U. S. His.	Geometry, Eng. Lit., Chemistry, Eng. History, Ad. U. S. His.	Geometry, Eng. Lit., Chemistry, Eng. History, Ad. U. S. His.	Geometry, Eng. Lit., Chemistry, Eng. History, Ad. U. S. His.	Geometry, Eng. Lit., Cicero, French or Ger., French or Ger.,	Geometry, Eng. Lit., Cicero, Anabasis.	Geometry, Eng. Lit., Cicero, Anabasis.
TWELFTH YEAR.		TWELFTH YEAR.		TWELFTH YEAR.		TWELFTH YEAR.
French or Ger., Grec. Hist., Geology, Solid Geom., College Prep. (English)	French or Ger., Grec. Hist., Astronomy, Ad. Alg. or Zool College Prep. (English)	French or Ger., Grec. Hist., Geology, Solid Geom., College Prep. (English)	French or Ger., Grec. Hist., Astronomy, Ad. Alg. or Zool College Prep. (English)	French or Ger., Grec. Hist., Virgil, S. Geom. or U. S. Hist. College Prep. (English)	French or Ger., Grec. Hist., Virgil, S. Geom. or U. S. Hist. College Prep. (English)	French or Ger., Grec. Hist., Virgil, S. Geom. or U. S. Hist. College Prep. (English)

Outline of Language Work and Reading in Grades Below the High School.

FIRST GRADE.

Oral composition or reproduction.

The children telling simple stories in their own language, with the teacher has previously told or read to them.

Sentence Writing.

First—Copy sentences from the blackboard.

Second—Write sentences from dictation.

Learn the use of capitals, the period and interrogation point.

SECOND GRADE.

Oral composition. Material for oral composition furnished by the teacher or from the children's readers.

Continue writing sentences as in first grade and have children make up sentences from familiar objects.

THIRD GRADE.

Oral composition daily.

Question the children about everything in the reading lessons to aid them in getting the thought and to create interest.

Have them write short simple stories which they have previously given orally.

FOURTH GRADE.

Question the children carefully about everything they read.

Oral composition. Follow Hyde's Practical Lessons in English, Part I, for the work in composition.

FIFTH GRADE.

Continue same plan with reading and oral composition as in lower grades, but do more written work.

Use Hyde's Practical Lessons in English, Part 2, not giving much attention to technical grammar, but rather to composition work.

SIXTH, SEVENTH AND EIGHTH GRADES.

Continue same plan with reading. Material for composition work, both oral and written, can be taken from the reading and from subject studied in the grades, e. g., Geography, History, Physiology, using topical method of recitation.

Reed & Kellogg's Lessons in English in the sixth and seventh grades. Higher Lessons in English in the eighth grade.

Written work in composition or letter writing once a week.

In all grades require children to memorize poems and prose selections suitable to grade.

Selections to be memorized.

FIRST GRADE.

The bee and the flower.

Daisies.

Snow Flakes.

Wynken, Blynken and Nod.....Eugene Field

The Lost DollCharles Kingsley

SECOND GRADE.

My ShadowR. L. Stevenson

What the Wind SaysEugene Field

The Brown ThrushLucy Larcom

A Visit from St. Nicholas.....C. C. Moore

Little Boy BlueEugene Field

Seven Times One.....Jean Ingelow

THIRD GRADE.

The Song of the Elves.....Louisa M. Alcott

The Land of the Story Books.

The Land of Nod.....R. L. Stevenson

Mountain and the Squirrel.....Emerson

Hiawatha's ChildrenLongfellow

Robert of LincolnBryant

FOURTH GRADE.

The Village Blacksmith Longfel
 October's Bright Blue Weather..... H. H. Jack
 The Spider and the Fly..... Mary Ho
 The Robin's Advice Sarah O. Je
 Fields for Labor.

FIFTH GRADE.

First Snow Fall Lov
 Landing of the Pilgrims Mrs. Hen
 America.
 Seven times four Jean Inge
 The Children's Hour Longfel
 The Divine Lullaby..... F

SIXTH GRADE.

Planting of the Apple Tree W. C. Bry
 Gettysburgh Address A. Lin
 The Brook Tenny
 Driving Home the Cows..... Kate P. Osg
 Fiftieth Birthday of Agassiz Longfel
 The Barefoot Boy J. G. Whit

SEVENTH GRADE.

Nobility Alice Ca
 Old Ironsides O. W. Hol
 Paul Revere's Ride Longfel
 Star Spangled Banner I
 Battle Hymn of the Republic..... Julia Ward Ho
 Liberty and Union Web

EIGHTH GRADE.

Love of Country S
 American Flag Dr
 The Psalm of Life..... Longfel
 Abou Ben Adhem Leigh H
 The Builders Longfel
 Wolsey's Farewell Address to Cromwell..... Shakespe

Supplementary Reading.

11TH AND 12TH YEARS.

BOOKS READ.

Rime of the Ancient Mariner,	Comus and Lycidas,
Twelfth Night,	Burke on Conciliation,
Tale of Two Cities,	Prisoner of Chillon,
Hamlet,	Cricket on the Hearth,
Talisman,	Merchant of Venice,
Vicar of Wakefield,	Silas Marner,
Pope's Iliad,	Lord Clive,
Christmas Carol,	The DeCoverly Papers,
Skylark and Adonis,	Essay on Addison,
The Eve of St. Agnes,	Essay on Milton,
The Cotter's Saturday Night,	Macbeth,
The Princess,	Essay on Burns.
L'Allegro and Il'Penseroso,	

TENTH YEAR.

The Vision of Sir Launfal,	First Bunker Hill oration,
Julius Caesar,	Twice Told Tales,
Ivanhoe,	Sella, Thanatopsis and other poems.

NINTH YEAR.

The Sketch Book,	Last of the Mohicans,
The Alhambra,	Whittier Leaflet,
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EIGHTH YEAR.

Tanglewood Tales,	The Spy,
Story of Troy,	Evangeline,
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SIXTH YEAR.

Indians of New England.	
Wonder Book, Parts I and II.....	Hawthorne
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FIFTH YEAR.

Cyr's Reader, 4th Book.	
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Seaside and Wayside, Vol. III.....	Julia McNair Wright
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FOURTH YEAR

Cyr's Reader, 3rd Book.	
Stories of Great Americans for Little Americans.....	Eggleston
Grimm's Tales.	
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Round the Year in Myth and Song.....	Florence Holbrook
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THIRD YEAR.

Cyr's Reader, 2d Book.	
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Fables and Folk Stories.....	Scudder
Seaside and Wayside, Vol. I.....	Julia McNair Wright
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 " American History Stories, Vols. I-IV.
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5	Mary A. Smith.....	900
5	Harriet A. Van Duzer	450
4	*Jean A. Moss (Gertrude Van Cleft).....	450
4	Helen G. Montfort	450
4	Carrie B. Ronk	450
3	Margaret J. Fowler	450
3	Olive R. Cronin	450
2	Isabella H. Dougherty	450
2	**Bessie L. Marden (Alberta Van Cleft).....	450
1	Jessie L. Vincent	450
1	Sarah W. Snowden	450

—————\$ 9,000

*Resigned Aug. 24, 1904.

**Resigned April 8, 1904.

SOUTH STREET SCHOOL.

Organized in 1867 ; building enlarged 1902-3 ; location, South Street.
S. E. corner Johnston Street.

Principal, MYRON H. DUSINBURY. \$1,300.

TEACHERS.

Grade.

8	Annie E. Bayles	\$ 600
7	Mary E. DeLancy	500
7	Elizabeth Totten	500
6	Lillie A. Brundage	450
6	Jean C. Hamilton	450
6	Mary B. McCullough	450
5	Alice H. McConnell	450
5	Martha G. Henderson	450
5	Margaret Fawcett	450
4	Mabel T. Leeper	450
4	Anna E. Flanagan	450
4	Anna I. Ryan	450
5	Lily I. Van Wyck	500
3	Ella A. Chadborn	450
3	Emma F. Wells	450
3	Lucia C. Twiname	450
2	Alice Booth	450
2	Jennie M. Wells	450
2	*Mary E. Dougherty (**Elizabeth M. Cotton) .	450
1	Sarah M. Clark	450
1	Harriet M. Peck	450
1	Janet M. Barr	450
1	Estelle Hunter	450
		<hr/> \$ 11,950

*Resigned Dec. 28, 1903.

**Appointed Jan. 29, 1904.

WEST STREET SCHOOL.

Organized in 1868; building enlarged in 1892-3; location, W
Street near First.

Principal, AGNES C. MILLER. \$900.

TEACHERS.

Grade.

7	Ida R. Henderson	\$ 450
6	Ada M. Meginn	450
5	Emily V. Haigh	450
5	Mary Caldwell	450
4	Nellie Revill	450
4	Florence E. Beakes	450
3	Edith I. Grimley	450
3	I. Jeannette Sloan	450
2	Eliza Hannan	450
1	Elizabeth L. Gordon	500
1	*Alberta Van Cleft (**Nellie M. Bennett)....	450

—————\$ 5,8

*Transferred to Grand St. School Sept., 1904.

**Appointed Sept., 1904.

LIBERTY STREET SCHOOL.

Organized 1892; location, Liberty Street, N. W. corner Renwick.

Principal, GEORGE E. ATWOOD. \$1,300.

TEACHERS.

Grade.

7	Helen G. Ruttenber, Asst.....	\$ 500
7	Clara E. Delancy	500
6	Emma R. Weed	450
6	Annie M. Wiltsie	500
5	Lillie H. Fowler	450
5	Margaret M. Malloy.....	450
5	Grace L. Smiley	450
4	Josephine Jansen	450
4	Margaret M. Shaw, Pd. B.....	450
4	Mabel K. Shaw	450
3	Fannie R. Laib	450
3	Abbie L. Colden	450
3	*Florence Van Duzer (Maude I. Winans)....	450
2	Anna G. Egan	450
2	Harriett J. Fowler	450
1	Jessie Holland	450
1	Helen R. Hunter	450
1	Frances A. Ritchie'	450
1	E. Louisa Fleming (**Ethel L. Harris).....	450
		<hr/> \$ 10,940

*Resigned July 11, 1904.

**Appointed Sept., 1904.

Table Showing the Attendance, etc., for the School Year Ending June 22, 1904.

TEACHERS.	Trade	Registration			Number in Attendance			Av. Att'ce			Av. Age	Single Desks	Number Tardy	Te'h's		Days Attendance.	School Days
		Boys		Girls	Boys		Girls	Boys		Girls				Absent	Tardy		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total							
William H. Doty.....	12	22	30	52	20.59	28.84	49.42	19.58	27.54	18.19	18.15	46	12	1	3	185	185
Dora M. Townsend.....	11	19	26	45	17.75	24.90	42.65	17.83	24.81	16.49	16.23	45	14	1	3	184½	185
Anna Jewell.....	11	7	6	13	5.48	4.89	10.37	5.20	4.69	18.40	17.50	45	14	1	3	184½	185
Elsie B. Scott.....	11	7	6	13	5.48	4.89	10.37	5.20	4.69	18.40	17.50	45	14	1	3	184½	185
".....	10	15	16	31	11.30	13.12	24.42	11.01	12.42	16.90	15.50	46	40	1	4½	180½	185
Agnes McFadden.....	10	18	17	35	17.46	14.48	31.94	16.82	14.13	16.01	15.60	46	23	4	57½	187½	185
Cornelius W. Lockwood.....	10	19	14	33	18.00	13.00	31.00	16.60	12.40	16.10	16.40	46	25	2	57½	180	185
R. Bell Chapman.....	9	12	23	35	11.94	19.17	31.11	11.65	17.83	15.30	15.10	46	19	1	2	184	185
Anna M. Tole.....	9	16	21	37	15.15	18.30	33.45	14.32	17.43	15.18	14.95	45	18	3	52½	132½	185
Jane A. Carmichael.....	9	23	20	43	17.40	17.47	34.93	17.41	17.38	15.22	15.23	50	7	1	7	185	185
Jennie Marvel.....	9	19	18	37	17.00	15.92	32.92	16.55	15.51	15.31	15.30	47	13	4	2	181	185
David C. Scott.....	9	19	18	37	17.00	15.92	32.92	16.55	15.51	15.31	15.30	47	13	11	1	174	185
Ida C. LeRoy.....	9	19	18	37	17.00	15.92	32.92	16.55	15.51	15.31	15.30	47	13	16½	6	168½	185
Katherine Lozier.....	9	19	18	37	17.00	15.92	32.92	16.55	15.51	15.31	15.30	47	13	6	3	179	185
Marietta Shaw.....	9	19	18	37	17.00	15.92	32.92	16.55	15.51	15.31	15.30	47	13	6	3	179	185
Alexander J. Hutchison.....	9	19	18	37	17.00	15.92	32.92	16.55	15.51	15.31	15.30	47	13	¾	3	184½	185
Mabelle Bond.....	9	19	18	37	17.00	15.92	32.92	16.55	15.51	15.31	15.30	47	13	¾	3	185	185
Alice R. Hitchcock.....	8	25	22	47	18.38	19.59	37.97	17.79	18.93	14.20	13.19	48	19	1	8	177	185
Elizabeth Sheridan.....	8	23	19	42	22.00	18.00	40.00	21.60	17.80	14.10	14.30	49	13	1	3	184	185
".....	8	23	19	42	22.00	18.00	40.00	21.60	17.80	14.10	14.30	49	13	5	3	180	185

WASHINGTON STREET SCHOOL.

Table Showing the Attendance, etc., for the School Year Ending June 22, 1904.

TEACHERS.	Registration			Number in Attendance			Av. Att-ce			Av. Age	No. Scholars to Grade	Single Desks	Number Tardy	No. Truants	Tch'rs		Days Attendance	School Days		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys						Girls					
Wm. H. Kelly	6	10	32	42	9	43	10	40	4	92	0	30	1	13	4	14	0	40	185	
Anna P. Hasbrouck	7	22	18	40	10	215	8	32	0	15	9	14	8	14	0	14	0	27	185	
Kate A. Flanagan	6	16	25	41	10	222	7	36	7	13	1	21	8	12	0	40	27	185		
Mary F. Van Wyck	5	19	27	40	15	9	22	937	9	15	2	20	8	11	4	11	5	44	185	
Eliza W. Kidd	5	19	27	40	15	9	22	937	9	15	2	20	8	11	4	11	5	44	185	
Caroline Millsbaugh	4	16	25	41	15	222	9	38	1	14	0	21	3	11	6	12	1	45	185	
Gertrude Van Cleft	5	17	27	34	14	3	16	4	30	7	14	0	15	10	7	11	1	45	185	
Anna Clark	4	20	17	37	17	5	14	0	31	5	16	9	13	3	10	5	11	2	45	185
Mary E. Wilson	4	17	23	40	13	8	17	3	31	1	13	5	16	2	10	7	9	9	42	185
Anna M. Barnes	3	21	24	45	20	8	22	243	0	20	2	21	0	9	0	9	5	41	185	
Mary E. Garvey	3	23	23	46	19	6	21	641	2	18	7	20	3	10	0	9	3	38	185	
Almira Seaman	2	24	19	43	19	2	16	8	36	0	18	2	15	0	8	0	35	42	185	
Sara K. Bannon	2	21	20	41	19	6	15	2	34	8	19	5	14	4	8	0	34	42	185	
Agnes McCullough	2	26	21	47	21	0	14	1	35	1	20	1	13	7	8	0	47	47	185	
Eva G. Penney	1	32	23	55	23	2	16	339	5	21	5	14	2	7	2	7	1	34	185	
Jennie M. Boyd	1	28	32	60	22	1	8	740	8	20	6	16	9	7	2	7	1	45	185	
Elberta Ames	1	59	61	120	33	7	33	767	4	30	6	30	1	5	0	5	0	50	185	

Table Showing the Attendance, etc., for the School Year Ending June 22, 1904.

TEACHERS

SOUTH STREET SCHOOL.

Table Showing the Attendance, etc., for the School Year Ending June 22, 1904.

TEACHERS.	Grade	Reg'tration		Number in Attendance			Av. Att'ce		Av. Age		Number Tardy	No. Truants	Teach'r's		Days Attendance	School Days
		Total		Boys	Girls	Total	Boys	Girls	Boys	Girls			Absent	Tardy		
		Boys	Girls													
A. E. Bayles	8 25	16	41	20.89	12.81	33.7	20.06	12.327	14.29	14.58	40	13	7	1	178	183
M. E. DeLancy	7 11	12	23	10.55	11.4	21.9	10.2	11.1	13.2	13.8	40	4	4½	4	178½	183
E. Totten	7 13	13	26	10.4	12.0	22.4	10.	11.2	13.6	13.8	29	4	1	4	182	183
L. A. Brundage	6 12	17	29	9.4	13.6	23.	9.	12.6	12.5	12.9	28	10	1½	2	181½	183
J. C. Hamilton	6 12	22	34	10.65	20.87	31.5	10.4	18.54	11.75	12.63	35	8	5½	3	177½	183
M. B. McCullough	6 13	21	34	11.8	19.	30.8	11.5	17.6	12.61	12.23	35	10	3		183	183
A. H. McConnell	5 19	22	41	15.1	20.6	35.7	14.4	10.3	12.2	11.3	40	16	3	3	182	185
M. G. Henderson	5 23	20	43	20.78	18.15	38.93	19.69	16.75	11.53	11.16	40	17	1		184	185
M. J. Fawcett	5 22	19	41	19.11	18.29	37.4	18.12	17.17	11.05	11.13	40	25	2		183	185
M. T. Leeper	4 22	19	41	18.04	16.02	34.06	16.49	14.37	10.11	10.25	40	38	2		185	185
A. E. Flanagan	4 19	19	38	16.61	15.87	32.48	15.2	14.8	11.3	10.2	40	10	2½	11	182½	185
A. I. Ryan	4 23	17	40	18.	14.	32.	16.8	13.2	10.2	10.	40	9	1½	8	184½	185
L. I. VanWyck	3 20	22	42	17.25	19.98	37.23	16.31	18.33	9.5	9.4	40	10	1	5	178	183
E. A. Chadborn	3 21	18	39	17.5	16.1	33.6	15.9	14.4	9.8	9.4	35	18	24	6	159	183
E. F. Wells	3 15	15	30	12.6	13.4	26.	11.6	11.8	9.2	10.1	29	11	4	3	179	183
L. C. Twiname	3 24	20	41	18.6	17.1	35.7	17.8	16.3	10.5	9.18	40	21	7½	1	175½	183
A. Booth	2 21	20	41	20.44	17.45	37.89	20.62	16.32	8.5	8.3	40	15	111		174	185
J. M. Wells	2 22	20	42	19.2	17.08	36.28	17.6	15.17	8.5	8.1	40	19	225		160	185
B. Cotton	2 23	22	45	17.1	17.7	34.8	16.1	14.6	8.31	8.27	38	15	1	9	85	183
S. M. Clark	1 24	18	42	20.22	15.56	35.88	18.35	13.91	7.55	7.86	40	17	412	2	173	185
H. M. Peck	1 27	26	53	17.53	20.81	38.34	15.16	18.51	7.14	7.	40	20	116	1	169	185
I. M. Barr	1 26	18	41	21.41	16.45	37.86	18.63	13.53	7.04	7.	40	19	1	4	181	185
E. Hunter	1 43	39	82	32.96	33.64	66.6	28.31	27.92	6.05	6.10	40	17	9		176	185

WEST STREET SCHOOL.

Table Showing the Attendance, etc., for the School Year Ending June 22, 1904,

TEACHERS.	Grade	Registration			Number in Attendance			Av. Att'ce			Av. Age			Single Desks	No. Tardy	No. Truants	Te'h's		Days Attendance	School Days
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls				Absent	Tardy		
A. C. Miller, Principal.....	7	15	7	22	14.	6	8	20.8	13.75	6.47	13.7	3.5	40	5	2	2	1	185	185	
Ida R. Henderson.....	6	14	18	32	12.58	15	2	27.78	11.75	12.84	13.27	13.13	43	10	2	2		182	185	
Ada M. Meginn.....	5	20	24	44	17.74	21.71	39.45	16.15	20.33	11.37	12.09	41	12	1	4	3		180	185	
Mary Caldwell.....	5	20	24	44	17.74	21.71	39.45	16.15	20.33	11.37	12.09	41	12	1	4	3		169½	185	
Florence E. Beakes.....	4	19	20	39	10.89	17.43	28.32	14.32	15.39	11.1	10.	39	12	4	8	10		169	185	
Nellie Revill.....	4	22	19	41	16.16	16.68	32.84	14.38	14.28	11.29	10.83	10	2	1	1			184	185	
I. Jeannette Sloan.....	3	21	20	40	16.7	17.2	33.9	14.8	14.7	11.	9.6	42	15	4	4	3		168	185	
Edith I. Grimley.....	3	21	24	45	15.9	18.2	34.1	13.3	15.6	10.3	9.4	42	4	4	8	2		172	185	
Eliza Hannan.....	2	20	19	39	15.4	14.4	29.9	14.	12.8	8.6	7.8	35	10	1	4	2		185	185	
Elizabeth L. Gordon.....	2	27	12	39	19.6	8.7	28.3	16.3	6.9	7.8	8.4	44	15	1	3	3		162½	185	
Emily V. Haigh.....	1	22	24	46	12.	15.6	27.6	10.39	12.81	6.5	7.	41	20					185	185	
Alberta Van Cleft.....	1	28	25	53	13.8	14.8	28.6	11.7	12.6	5.9	5.6	40	25		1			184	185	

Table Showing the Attendance, etc., for the School Year Ending June 22, 1904.

TEACHERS

Teachers in the Public Schools, Fall Term, 1904.

Showing the Name and Address of Teachers, Where Educated, School in which Employed, When Appointed. The number at the left indicates where employed, thus, (1) Academy, (2) Grand Street, (3) Liberty Street, (4) South Street, (5) Washington Street, (6) West Street, (M) Manual Training Department.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
3 George E. Atwood.....	204 Liberty street.....	New York State Normal College.....	September 1898
5 Elberta Ames.....	45 South Miller street.....	New Paltz Normal School.....	September 1902
5 Sarah K. Bannon.....	Little Britain road.....	New York State Normal College.....	March.....1899
5 Anna M. Barnes.....	47 Lander street.....	Newburgh Free Academy.....	May.....1882
2 Emma C. Barnes.....	47 Lander street.....	Newburgh Free Academy.....	February.....1876
6 Florence E. Beakes.....	.....	Jamaica Normal School.....	September 1903
4 Annie E. Bayles.....	163 Johnson street.....	New York State Normal College.....	September 1899
4 Janet M. Barr.....	193 Liberty street.....	Jamaica Normal School.....	September 1903
6 Nellie M. Bennett.....	65 Courtney avenue.....	New Paltz Normal School.....	September 1904
5 Mabelle C. Bond.....	10 Henry avenue.....	Syracuse University.....	September 1903
4 Alice Booth.....	116 Dubois street.....	Elmira College.....	September 1887
4 Lillie A. Brundage.....	203 Robinson avenue.....	Newburgh Free Academy.....	October.....1886
3 Jennie M. Boyd.....	Gidney avenue.....	Albany Normal College.....	September 1899
1 Jane A. Carmichael.....	64 South street.....	Newburgh Free Academy.....	May.....1874
4 Ella A. Chadborn.....	25 Third street.....	Newburgh Free Academy.....	May.....1882
1 Rosa Bell Chapman.....	108 Chambers street.....	Newburgh Free Academy.....	September 1883
5 Annie Clark.....	86 Carson avenue.....	Newburgh Free Academy.....	November 1883
3 Abble Logan Colden.....	141 Montgomery street.....	Newburgh Free Academy.....	December 1891
M Emma C. Colden.....	141 Montgomery street.....	New York Teachers' College.....	January.....1898
4 Bessie M. Colton.....	159 Lander street.....	Newburgh Free Academy.....	January.....1904
1 Hamlet P. Collins.....	228 Grand street.....	Rutgers College, N. J.....	September 1904
2 Olive R. Cronin.....	121 Smith street.....	Newburgh Free Academy.....	February.....1890
4 Sarah M. Clark.....	130 South street.....	New Paltz Normal School.....	September 1899

TEACHERS IN THE PUBLIC SCHOOLS—Continued.

CITY OF NEWBURGH, N. Y.

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TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
1 William H. Doty.....	112 Johnston street.....	N. Y. S. Normal College and N. Y. U..	September..1890
2 Isabella H. Dougherty.....	153 Chambers street.....	Newburgh Free Academy.....	November..1881
4 Myron H. Dushinbury.....	139 Chambers street.....	Geneseo Normal.....	April.....1900
3 Anna G. Egan.....	Cor. First and S. Miller st.	New Paltz Normal School.....	September..1908
2 Emma Everitt.....	171 Lander street.....	Newburgh Free Academy.....	September..1887
4 Anna E. Flannagan.....	Gidney avenue.....	Newburgh Free Academy.....	January.....1895
5 Kate A. Flannagan.....	Little Britain road.....	Newburgh Free Academy.....	September..1885
3 E. Louisa Fleming.....	52 Lander street.....	Oneonta State Normal School.....	August....1901
3 Harriet J. Fowler.....	56 Courtney avenue.....	Newburgh Free Academy.....	October....1888
3 Lillie Harcourt Fowler.....	262 Liberty street.....	Newburgh Free Academy.....	September..1887
2 Margaret J. Fowler.....	94 Johnston street.....	New York State Normal College.....	September..1892
4 Margaret J. Fawcett.....	32 South Miller street.....	Albany Normal College.....	September..1899
5 Mary E. Garvey.....	22 Colden street.....	New York State Normal College.....	March.....1899
6 Elizabeth L. Gordon.....	182 Liberty street.....	New York State Normal College.....	February..1893
6 Edith I. Grimley.....	55 Overlook place.....	New Paltz Normal School.....	September..1902
4 Jean C. Hamilton.....	198 South street.....	New York State Normal College.....	August....1897
6 Eliza Hannan.....	251 First street.....	Newburgh Free Academy.....	December..1891
3 Ethel L. Harris.....	167 Ann street.....	New York State Normal College.....	September..1904
5 Anna P. Hasbrouck.....	Balmville.....	Newburgh Free Academy.....	September..1902
6 Ida R. Henderson.....	Third street.....	Newburgh Free Academy.....	January....1895
4 Martha G. Henderson.....	Third street.....	New York State Normal College.....	February..1902
1 Alice R. Hitchcock.....	156 Montgomery street.....	Cazenovia Seminary.....	September..1889
1 Sylvester W. Holdredge.....	115 First street.....	Glens Falls Academy.....	September..1898
3 Jessie Holland.....	9 Henry avenue.....	Jamaica Normal School.....	September..1898
4 Estelle Hunter.....	252 Liberty street.....	New York State Normal College.....	September..1902
3 Helen R. Hunter.....	252 Liberty street.....	New York State Normal College.....	September..1892
M Alex. J. Hutchison.....	22 Dubois street.....	Teachers' College, New York.....	February..1894
3 Josephine Jansen.....	112 Montgomery street.....	New Paltz Normal School.....	May.....1902
1 Anna Jewell.....	64 South street.....	Cortland Normal School.....	September..1893
5 William H. Kelly.....	67 Grand street.....	Glens Falls Academy.....	September..1891

TEACHERS IN THE PUBLIC SCHOOLS—Continued.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
5 Eliza W. Kidd.....	29 Water street.....	Newburgh Free Academy.....	January....1890
3 Fannie Rowena Laib...	282 Liberty street.....	Newburgh Free Academy.....	September..1887
4 Mabel T. Leeper.....	117 South street.....	Jamaica Normal School.....	September..1902
1 Ida C. Leroy.....	23 Farrington street.....	Newburgh Free Academy.....	February...1901
1 Cornelius W. Lockwood	12 Liberty street, W. H.	Harvard College.....	September..1900
1 Katharine M. Lozier...	82 Lander street.....	New York State Normal College.....	September..1896
4 Alice H. McConnell...	108 Dubois street.....	Newburgh Free Academy.....	September..1896
2 Effie L. McConnell.....	108 Dubois street.....	Newburgh Free Academy.....	September..1895
3 Agnes McCullough.....	10 Clark street.....	New York State Normal College.....	January...1896
3 Margaret M. Malloy...	75 Dubois street.....	New York State Normal College.....	September..1904
4 Mary B. McCullough...	10 Clark street.....	New York State Normal College.....	November..1901
1 Jennie Marvel.....	53 Ann street.....	Newburgh Free Academy.....	September..1893
6 Ada M. Meginn.....	34 South Water street....	New Palts Normal School.....	September..1902
6 Agnes C. Miller.....	Little Britain road.....	Newburgh Free Academy.....	February...1899
5 Caroline Millspeugh...	62 Campbell street.....	Newburgh Free Academy.....	September..1890
2 Grace A. Minty.....	85 South street.....	New York State Normal College.....	November..1892
2 Helen G. Montfort.....	22 Montgomery street....	New York State Normal College.....	October....1899
4 Harriet M. Peck.....	68 Montgomery street....	Newburgh Free Academy.....	October....1893
5 Eva G. Penney.....	63 Liberty street, W. H.	Jamaica Normal School.....	September..1902
6 Nellie Revill.....	Gardnertown, N. Y.....	New York State Normal College.....	September..1903
3 Frances A. Ritchie....	147 Lander street.....	Newburgh Free Academy.....	May.....1871
2 Carrie B. Ronk.....	46 Farrington street....	New Palts Normal School.....	January....1892
3 Helen G. Ruttenber...	238 Montgomery street....	New Palts Normal School.....	September..1900
4 Anna I. Ryan.....	364 Water street.....	New Palts Normal School.....	September..1903
1 David C. Scott.....	22 Montgomery street....	Cornell University.....	April.....1901
1 Elsie B. Scott.....	127 Johnston street.....	Newburgh Free Academy.....	September..1892
5 Almira Seaman.....	93 Lander street.....	New York State Normal College.....	September..1892
2 Clara L. Shaffer.....	144 Dubois street.....	Newburgh Free Academy.....	September..1891

TEACHERS IN THE PUBLIC SCHOOLS—Continued.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED
1 Elizabeth Sheridan.....	85 City Terrace.....	Albany High School.....	August 1885
3 Margaret M. Shaw.....	188 Liberty street.....	New York State Normal College.....	September. 1899
1 Marietta Shaw.....	188 Liberty street.....	New York State Normal College.....	September. 1899
3 Mabel K. Shaw.....	189 Liberty street.....	New York State Normal College.....	October 1899
6 I. Jeanette Sloan.....	100 Washington street.....	New York State Normal College.....	August 1901
3 Grace L. Smiley.....	43 Chambers street.....	Newburgh Free Academy.....	January 1895
2 Mary A. Smith.....	73 Grand street.....	New York Public Schools.....	September. 1852
2 Sarah W. Snowden.....	295 Water street.....	New York State Normal College.....	September. 1890
2 Charles E. Snyder.....	161 Lander street.....	University of Albany.....	October 1898
1 Anna M. Tole.....	173 Chambers street.....	Newburgh Free Academy.....	February 1888
4 Elizabeth Totten.....	140 Johnston street.....	Newburgh Free Academy.....	September. 1887
1 Dora M. Townsend.....	117 South street.....	Whitestown Seminary, N. Y. U.....	September. 1899
4 Lucia C. Twine.....	100 Johnston street.....	Newburgh Free Academy.....	September. 1899
M Agnes Templeton.....	168 Chambers street.....	Newburgh Free Academy.....	November. 1893
6 Alberta Van Cleft.....	72 Grand street.....	New Paltz Normal School.....	March 1899
5 Gertrude Van Cleft.....	149 Grand street.....	Jamaica Normal School.....	March 1899
3 Florence Van Duzer.....	49 Montgomery street.....	New York State Normal College.....	September. 1902
2 Harriet A. Van Duzer.....	65 Henry avenue.....	Newburgh Free Academy.....	March 1899
4 Lily I. Van Wyck.....	50 Chambers street.....	New York State Normal College.....	January 1876
5 Mary E. Van Wyck.....	50 Chambers street.....	New York State Normal College.....	September. 1890
2 Jessie F. Vincent.....	36 Smith street.....	Newburgh Free Academy.....	September. 1888
3 Emma R. Weed.....	25 Grand street.....	Newburgh Free Academy.....	September. 1884
4 Emma F. Wells.....	207 North Miller street.....	Newburgh Free Academy.....	September. 1885
4 Jennie M. Wells.....	122 Johnston street.....	Jamaica Normal School.....	September. 1902
5 Mary E. Wilson.....	188 Dubois street.....	Newburgh Free Academy.....	September. 1882
3 Anna M. Wiltse.....	53 Carson avenue.....	Newburgh Free Academy.....	September. 1882
3 Maud I. Winans.....	173 Liberty street.....	New York State Normal College.....	November. 1891

Employees Other Than Teachers.

LIBRARIAN AND ASSISTANTS.

NAMES.	RESIDENCE.	APPOINTED.	ANNUAL SALARY.
Thos. M. Hawthorne.....	292 First street.....	April 10, 1901.....	\$ 1,000 00
Lillie O. Estabrook.....	204 Montgomery street.....	September 30, 1898.....	800 00
C. V. A. Oakley.....	73 Grand street.....	June 1, 1901.....	500 00
ATTENDANCE OFFICER.			
Clark B. Galatian.....	61 Courtney avenue.....	January 15, 1895.....	600 00

SCHOOL JANITORS.

NAMES.	WHERE EMPLOYED.	NO. ROOMS.	RESIDENCE.	APPOINTED.	ANNUAL SALARY.
Jonathan Sterling.....	Free Academy.....	13	Grand street.....	October, 1899.....	800 00
Edward E. Sterling.....	Grand street.....	16	School building.....	September, 1903..	600 00
James S. Wanls.....	Liberty street.....	19	47 Liberty street..	January 1, 1898..	900 00
Joseph T. Pryer.....	South street.....	16	School building.....	April 16, 1873....	1,000 00
Alexander J. Withers.....	Washington street..	16	School building.....	October 1, 1898..	875 00
John Stone.....	West street.....	11	20 New Mill street..	October 1, 1898..	600 00
*Jonathan Sterling.....	Manual Training...	4	Grand street.....	October, 1899.....	480 00
Elmer S. Wiltse.....	City Library.....		53 Carson avenue....	September, 1898..	

*Salary included in Free Academy.

Members of the Board of Education, 1852-1904.

* Alsdorf, Egbert	1862-65
Baumes, Caleb H.	1900-04
* Belknap, M. C.	1884-92
* Beveridge, John	1852-57
* Beveridge, Thomas	1858-60
* Brewster, E. A.	1858-63, 1867-68, 1873-77, 1880-84
* Brown, Jacob	1855
* Brown, Rev. John	1852-53
* Callahan, W. H.	1861
* Case, Robert L.	1874-77
* Cassedy, A. S.	1874-78
* Clapp, Geo. M.	1865
* Clark, Geo.	1858-60
* Corwin, John	1864-72, 1877-81
* Culbert, W. A. M., M. D.	1855-57
* Dickson, James R.	1857-59
* Ely, Smith, M. D.	1876-80
* Embler, C. J.	1881-85
* Estabrook, Charles	1864-67
* Forsyth, Rev. John, D. D.	1853-77
Gearn, W. W.	1876-80
Gavey, Thomas W.	1897-1905
* George, Thomas	1859-61
Gleason, W. S., M. D.	1893-97
* Gregory, L. B.	1852-54
Halstead, Charles H.	1896-99
* Haines, P. S.	1867-70
Harrison, Wm.	1885-92, 1894-98

* Hasbrouck, C. H.	1884-83
Hastings, James	1887-95, 1896-1905
Hirschberg, M. H.	1871-83
* Johnes, Edward R.	1861-63
* Jones, Hiram A.	1878-82
* Jones, Nathaniel	1852-56
* Jacobs, Gilbert E.	1895
* Kerr, George W.	1852-54
* Kimball, Thomas	1864-67, 1873
Kimball, William G.	1899-1907
* King, Stephen	1882-86
* Lawson, John K.	1858-61
* Lawson, Charles J.	1867
* Leonard, Chauncy M.	1869-71
* Leonard, D. Gillies	1852-56, 1862-1864
Lewis, John N.	1870-72
Lozier, Hiram	1896-1905
* Martin, Cyrus B.	1868-73
McCroskery, J. J. S.	1880-87
* McCutcheon, Hugh	1863-66, 1878-79
Merritt, Theodore	1871
Moore, B. B.	1872-75
* Monell, J. J.	1852-54, 1865
* Peck, William E.	1862-64
Wm. R. Perkins	1903-1908
* Reeve, Charles F. V.	1852
Reilly, John	1872-75
* Ring, Thomas C.	1852-57
* Rogers, Daniel T.	1866-72, 1875-79
Ross, George M.	1892-96
Ross, Edward C.	1896 to Nov. 1904
Ruttenber, E. M.	1857-64, 1866-69, 1882-86
* Scott, David A.	1887-90
* Skidmore, E. T.	1877-81
* Smith, Orville M.	1856-57, 1859-64
Smith, John	1894-98, 1902-00

Smith, L. M.	1881-89
Smith, George C.	1897-1902
Shipp, Samuel E.	1898-1906
* Sneed, Joseph A.	1886-90, Sept., 1890-92
* Thayer, John S.	1855
Valentine, John H.	1890-92
* Van Buren, J. D.	1883-84
Van Dalfsen, J. T.	1883-84
* Wands, William S.	1888-96, 1897 to Nov. 1902
* Ward, Peter	1861-66
Westervelt, John L.	1878-82, 1886-92
Weygant, Charles H.	Nov., 1876-78
* Williams, George A.	1879-83
* Williams, Samuel	1856-58
* Wilson, Nicholas	1867-74
* Woolley, C. N., M. D.	1889-95
Wilson, Jonathan D.	Appointed to fill vacancy Jan., 1893-94, 1896-1901

* Deceased.

PRESIDENTS.

John Beveridge	1852-57
John Forsyth, D. D.	1858-77
Abram S. Cassedy	1877-78
M. H. Hirschberg	1878-83
L. M. Smith	1883-88
M. C. Belknap	1888-92
Wm. Harrison	1892-93
Dr. C. N. Woolley	1893-96
John Smith	1896-98
Jonathan D. Wilson	1898-1900
Wm. S. Wands	1900-02
S. E. Shipp	1903-

CLERKS AND SUPERINTENDENTS SINCE 1852.

Nathaniel Jones	1852-57
Hugh S. Banks	1857-59
Dr. R. V. K. Montfort	1859-63, 1872-83, 1887-1900
E. M. Ruttenber	1863-64
Hiram A. Jones	1864-72
John Miller	1883-87
James M. Crane	1901-

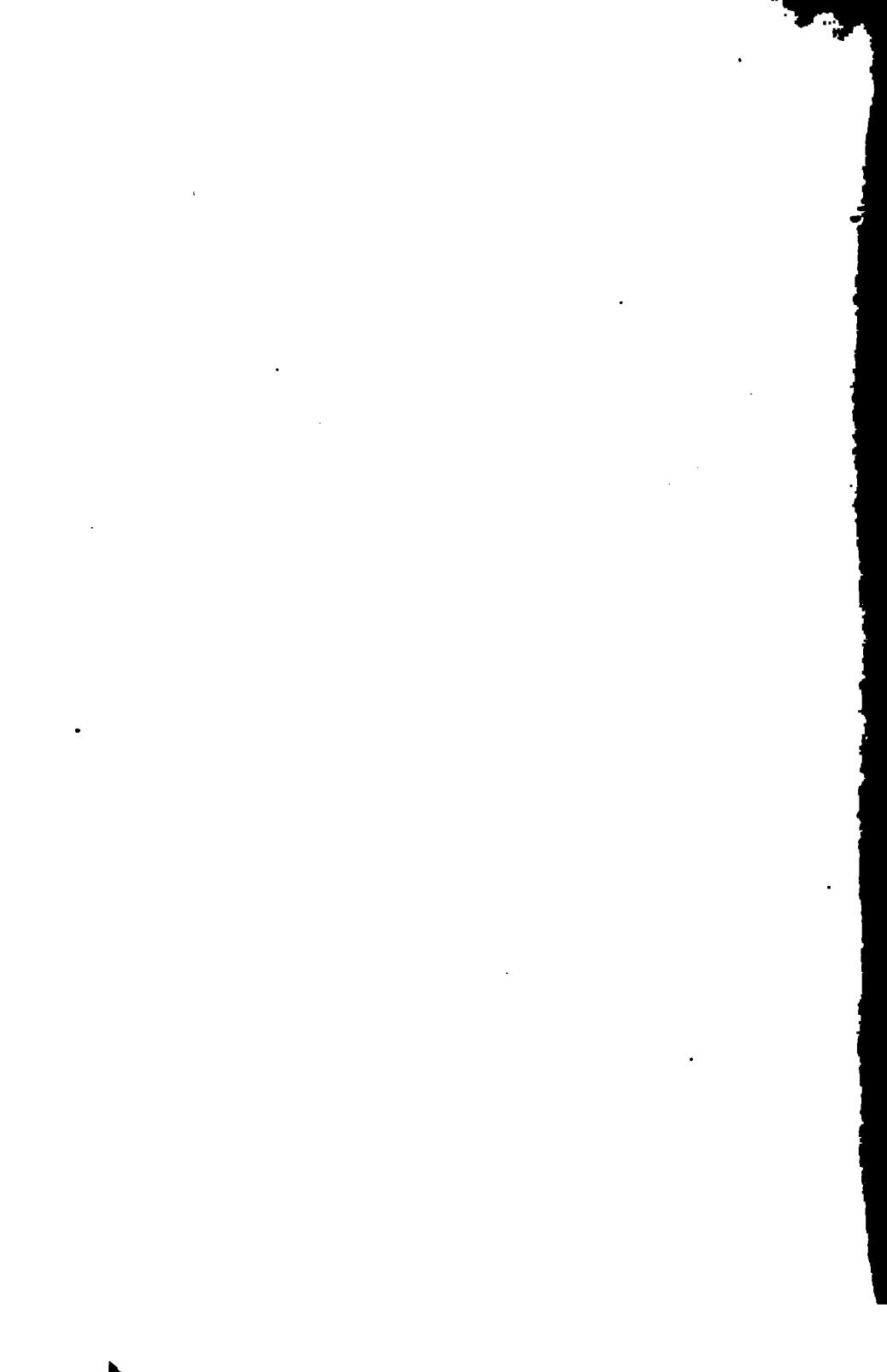


Smith, L. M.	1881-89
Smith, George C.	1897-1902
Shipp, Samuel E.	1898-1906
* Sneed, Joseph A.	1886-90, Sept., 1890-92
* Thayer, John S.	1855
Valentine, John H.	1890-92
* Van Buren, J. D.	1883-84
Van Dalfsen, J. T.	1883-84
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Weygant, Charles H.	Nov., 1876-78
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M. C. Belknap	1888-92
Wm. Harrison	1892-93
Dr. C. N. Woolley	1893-96
John Smith	1896-98
Jonathan D. Wilson	1898-1900
Wm. S. Wands	1900-02
S. E. Shipp	1903-



Annual Report

1905

BOARD
OF
EDUCATION

NEWBURGH, N. Y.

FISCAL YEAR ENDING SEPTEMBER 30
SCHOOL YEAR ENDING JUNE 30



ANNUAL REPORT

OF THE



Board of Education

(Trustees of Common Schools)

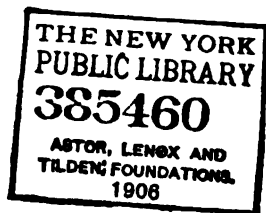
CITY OF NEWBURGH, N. Y.

For the School Year Ending June 30

AND THE

Fiscal Year Ending Sept. 30,

1905



NEWS COMPANY, NEWBURN, NEW YORK



School Calendar.

1904-5.

September 12...	First Term Began
November 24 and 25.....	Thanksgiving Holidays
December 23—January 3, 1905.....	Holiday Vacation
January 31, 1905.....	First Term Ends
February 1, 1905.....	Second Term Begins
February 12.....	Lincoln's Birthday
February 22.....	Washington's Birthday
May 1 to 8.....	Spring Vacation
April 28.....	Arbor Day
May 10 to June 21.....	Annual Examinations
May 30.....	Memorial Day
June 27.....	Commencement Exercises
September 11.....	School opened for the year 1905-1906
November 30 and Dec. 1.....	Thanksgiving, 1905
December 22 to January 2, 1906.....	Holiday Vacation



School Sessions.

Forenoon, 9 to 11:30 o'clock.

Afternoon, 1 to 3 o'clock



Tuition of Non-Residents.

High School Department, students admitted under provisions of non-resident tuition act.

Grammar Department, per term.....\$12.00

Primary Department, per term..... 8.00

Tuition of all non-resident pupils payable in advance.

Free books and school material furnished to all resident pupils.

Non-resident pupils in the Academic Department are charged \$5 per year for school material and use of books.

Members of the Board.

1904-05.

JOHN SMITH.....Term expires March, 1906

Residence, Grand Street, near Broad.

Business address, Grand Street, near Broad.

SAMUEL E. SHIPP.....Term expires March, 1906

Residence, 189 Grand Street.

Business address, 50 Third Street.

A. LINCOLN J. MILLER.....Term expires March, 1907

Residence, 63 Dubois Street.

Business address, 258 Broadway.

WILLIAM G. KIMBALL.....Term expires March, 1907

Residence, 15 Clark Street.

Business address, 125-131 Washington Street.

CALEB H. BAUMES.....Term expires March, 1908

Residence, 67 Farrington Street.

Business address, 54 Second Street.

WILLIAM R. PERKINS.....Term expires March, 1908

Residence, 58 Dubois Street.

Business address, 240 Broadway.

HIRAM LOZIER.....Term expires March, 1909

Residence, 82 Lander Street.

Business address, Fishkill Landing, N. Y.

JAMES HASTINGS.....Term expires March, 1909

Residence, 25 South Miller Street.

Business address, 162 Broadway.

THOMAS W. GAVEY.....Term expires March, 1909

Residence, 127 Montgomery Street.

Business address, 75 Water Street.

Officers of the Board.

ELECTED MARCH 8, 1905.

SAMUEL E. SHIPP.....	President
JAMES HASTINGS.....	Vice President
JAMES M. CRANE.....	Clerk
THOMAS M. HAWTHORNE.....	Librarian
LILLIE O. ESTABROOK.....	Assistant Librarian
C. V. A. OAKLEY.....	Assistant Librarian
A. H. F. SEEGER.....	Counsel



JAMES M. CRANE.....Superintendent of Schools
Residence, 31 South Miller Street. Office, Library Building.
Office Hours: 11:30 a. m. to 12:30 p. m., 7 to 8 p. m.



STATED MEETINGS OF THE BOARD, 1905-1906.

March 24, April 28, May 26, June 23, July 28, August 25,
September 29, October 27, November 24, December 29,
January 26, 1906; February 23, 1906.



Stated meetings of the Board are held on the last Friday of each month, in the Board room in the Free Library building, at 7:30 o'clock in the evening.



Annual meeting of the Board on the second Wednesday in March.

Standing Committees.

COMMITTEE ON BUILDINGS.

Thomas W. Gavey, James Hastings, Wm. R. Perkins.



COMMITTEE ON FINANCE.

Wm. R. Perkins, Hiram Lozier, A. Lincoln J. Miller.



COMMITTEE ON LIBRARY.

Hiram Lozier, Caleb H. Baumes, John Smith.



COMMITTEE ON MANUAL TRAINING.

A. Lincoln J. Miller, William G. Kimball, Thomas W. Gavey.



COMMITTEE ON RULES.

Caleb H. Baumes, A. Lincoln J. Miller, Wm. G. Kimball.



COMMITTEE ON SCHOOLS.

John Smith, Hiram Lozier, Wm. R. Perkins.



COMMITTEE ON SUPPLIES.

William G. Kimball, Thomas Gavey, James Hastings.



COMMITTEE ON TEACHERS.



James Hastings, John Smith, Caleb H. Baumes.
The President is ex-officio a member of all standing committees.

Annual Estimate.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh, as required by statute of the 5th of March, 1865, submit the following estimate of the amount of money needed for its expenditures during the year commencing October 1, 1904, and ending September 30, 1905:

Dated, Newburgh, N. Y., the 26th day of May, 1905.

1.

To purchase, lease and improve sites for school houses:

For flagging, sagging, grading and draining
school grounds

For purchasing site.....\$ 800 00 \$ 800 00

2.

To build, purchase, lease, enlarge, alter, improve and repair school houses, their out-houses, and appurtenances:

For repairs to school buildings.....\$3,500 00

For constructing and repairing fences..... 800 00

For painting and glazing..... 400 00

————— 4,700 00

3.

To purchase, enlarge, improve and repair school apparatus, furniture and appendages:

For new furniture..... 69 12

For repairing furniture..... 100 00

For repairs to heaters, pipes, etc..... 800 00

For maps, blackboards, etc..... 16 00

————— 985 12

4.

To procure fuel and pay contingent expenses
of schools—the Library and salaries:

For fuel and light.....	\$5,000 00
For interest.....	1,854 00
For school books, drawing material and supplies.....	3,800 00
For incidentals.....	750 00
For printing and advertising.....	750 00
For janitors' salaries.....	5,255 00
For salary of Clerk.....	2,000 00
For compulsory education.....	1,300 00

LIBRARY:

For fuel and light.....	900 00
For salaries.....	2,300 00
	<hr/> 23,909 00

5.

To pay teachers' wages due after the appro-
priation of all moneys which may be appro-
priated for that purpose.....

	\$64,000 00
Balance on hand.....	\$ 39 89
State appropriation.....	11,825 00
	<hr/> 11,864 89
	<hr/> 52,135 11

Amount to be raised by tax..... \$82,529 23

W. R. PERKINS,
H. LOZIER,
A. L. J. MILLER,
Finance Committee.

Financial Statement.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh submits the following report of receipts and disbursements for the year commencing Oct. 1, 1904, and ending Sept. 30, 1905:

RECEIPTS.

Balance on hand October 1, 1904.....	\$	6	19
Balance in Library Fund.....		33	70
Interest on Glebe Bonds.....		798	22
State Comptroller.....		792	24
Apparatus Fund.....		34	39
State Library Fund.....		200	00
State appropriation.....	11,825	00	
Glebe Rents.....		100	92
Non-resident tuition:			
From the State.....		948	51
From the parents or guardians.....	1,134	41	
Sale of furniture.....		10	50
Fines on school books.....		15	98
Fines on Library books.....		27	16
Tax levy (1905).....		82,000	00
			\$97,927 22



DISBURSEMENTS.

First.

To build, purchase, lease and repair school houses, their outhouses and appurtenances..\$ 6,356 79

Second.

To purchase, enlarge, improve and repair school apparatus, furniture and appendages..... 126 60

Third.

To purchase fuel and pay contingent expenses of schools, library and salaries:

Fuel and light.....	4,038	74
Books and supplies.....	5,687	16
Printing.....	804	85
Incidentals.....	827	50
Manual Training.....	660	58
Sewing.....	7	10
Compulsory education.....	1,165	88
Library Fund.....	1,342	58
Library salaries.....	2,300	00
Interest.....	1,854	83
Clerk's salary.....	2,000	00
Janitors' salaries.....	5,255	00
Teachers' salaries.....	63,510	21
		<hr/>
		\$95,937 82
Balance October 1, 1905.....		1,989 40
		<hr/>
		\$97,927 22



DISBURSEMENTS UNDER APPROPRIATE HEADS.

First.

To build, purchase, lease, enlarge, alter and improve and repair school houses, their outhouses and appurtenances:

Daniel Irwin.....	\$	8	55
William Crawford.....		7	77
Jonathan D. Wilson.....		286	09
James Hastings.....		1,805	73
J. C. Hilliker.....		49	00
Frederick M. Sneed.....		9	08
Van Dorn Iron Works Co.....		498	45
William F. Martin.....		36	14
William Nixon.....		11	60
Beggs & Carnright.....		212	21

James, M. Crane.....	51 95
James F. Neill.....	57 01
Hamilton & Todd.....	1,089 35
Geo. W. Strong.....	1,074 01
Jas. F. Templeton.....	180 34
Hewitt & Warden.....	37 34
Jas. H. Dotzert.....	1 00
Walter E. Allwood.....	2 50
Newburgh Planing Mill Co.....	12 94
Edward T. Moore.....	10 00
Walter V. Martin.....	4 50
Chas. E. Keefe.....	30 50
Larsen & Graham.....	139 88
Tompkins Cove Stone Co.....	36 00
Board of Public Works.....	43 78
Coldwell Lawn Mower Co.....	5 11
M. J. Dwyer.....	553 53
Jas. Stewart.....	30 88
Jas. Bayne.....	63 31
Shannon & Co.....	8 24
	<hr/> \$ 6,356 79

Second.

To purchase, enlarge, improve and repair
school apparatus, furniture and append-
ages:

Peck & Van Dalfsen.....	55 26
Nathan S. Taylor.....	45 00
James J. Mitchell.....	2 00
William Bartells.....	4 00
Jas. E. Fallen.....	10 50
Chas. E. Snyder.....	2 50
R. H. Gorrie.....	5 39
New York Furniture Co.....	1 95

126 60

Third.

To provide fuel and pay the contingent expenses of the Free Library and salaries of the Clerk, Librarians and janitors:

FUEL AND LIGHT.

Newburgh Light, Heat & Power Co.....	902 39
King Coal Co.....	2,227 35
William H. Kay.....	84 00
Jos. W. Hey.....	6 55
Samuel Whittaker.....	15 50
Geo. S. Weller.....	795 00
William Nixon.....	3 95
Jas. O'Grady.....	4 00

 4,038 74

INCIDENTALS.

J. B. Lyon Co.....	1 25
Buxton & Snyder.....	35 90
C. W. Bardeen.....	1 00
Hudson River Telephone Co.....	21 90
Educational Pub. Co.....	1 00
Kindergarten Magazine Co.....	4 00
Coldwell Lawn Mower Co.....	4 36
John Geyer.....	15 50
School Board Journal.....	1 00
Newburgh Planing Mill Co.....	15 94
L. P. Waite & Co.....	5 00
Fred M. Taylor.....	127 00
Schaefer's.....	1 25
Newburgh News Printing & Pub. Co.....	30 00
A. M. Cook & Son.....	2 00
Smythe & Cantline.....	8 00
University of Chicago Press.....	1 50
E. L. Kellogg & Co.....	1 50
Colonial Telephone Co.....	110 75

New England Pub. Co.....	3 00	
F. W. Oakley.....	40 00	
Jas. M. Crane.....	303 91	
Uriah Traphagen	59 33	
E. O. Vaile.....	1 50	
The Palmer Co.....	3 00	
Muchattoes Lake Ice Co.....	7 71	
Educational Review.....	3 00	
S. L. Wilson.....	16 00	
F. Donoghue.....	1 20	
		827 50
James M. Crane, Clerk and Superintendent..	2,000 00	
		2,000 00
Interest and insurance.....	1,854 83	
		1,854 83

JANITORS.

Alexander J. Withers.....	875 00	
Jonathan Sterling.....	800 00	
James S. Wands.....	900 00	
John Stone.....	6 00	
J. T. Pryer.....	585 00	
William E. Ward.....	415 00	
E. Wiltsie.....	480 00	
Edward L. Sterling.....	600 00	
		5,255 00

SEWING.

E. Steiger & Co.....	4 10	
Geo. R. Williams.....	3 00	
		7 10

PRINTING.

Newburgh Journal Co.....	675 60	
Commercial Printing Co.....	46 25	
Newburgh Register.....	75 00	
Newburgh News Printing & Pub. Co.....	8 00	
		804 85

MANUAL TRAINING.

Weed & Bagshaw.....	125 55
Jas. F. Templeton.....	63 09
Newburgh Planing Mill Co.....	471 94

660 58

BOOKS AND SUPPLIES.

Silver, Burdette & Co.....	406 14
D. J. Hyndman.....	42 34
Theo. Merritt's Sons.....	28 09
Jno. J. E. Harrison.....	8 70
Addison Johnson.....	56 20
Lawson Hardware Co.....	74 97
Prang Educational Co.....	485 03
Hinds, Noble & Eldridge.....	15 00
Maynard, Merrill & Co.....	372 59
Ginn & Co.....	651 02
American Book Co.....	1,078 98
D. C. Heath & Co.....	257 84
N. S. Smith.....	295 62
Geo. W. Green.....	717 77
Johnston Hardware Co.....	53 38
Burnett & Gavey.....	161 94
Holden Pat. Book Cover Co.....	18 75
Easman & Co.....	4 00
F. Gerard Wood.....	2 18
Sibley & Co.....	20 80
Henry Holt & Co.....	8 25
Thos. M. Pope.....	8 75
Houghton, Mifflin & Co.....	45 47
D. Appleton & Co.....	15 00
F. G. Wilkes & Co.....	20 83
Chas. E. Keefe.....	36 90
Weed & Bagshaw.....	104 44
J. B. Quinlan.....	32 00
John Sloan.....	2 60
Thos. H. Lloyd.....	8 00

C. G. Waring.....	18 34	
Macmillan Co.....	40 67	
Educational Pub. Co.....	45 98	
Novello-Ewer & Co.....	6 26	
C. W. Bardeen.....	1 97	
Orville Brewer.....	40 00	
D. M. Kinnear.....	60 48	
Dodd, Mead & Co.....	75 00	
J. L. Hammett Co.....	1 50	
Arthur W. Hall.....	23 08	
Bausch & Lomb Optical Co.....	32 59	
D. Blakely Hoar.....	1 00	
Kny-Scheerer Co.....	12 48	
Ives Polish Co.....	1 25	
W. R. Perkins & Co.....	5 50	
Joslin & Carpenter.....	1 25	
Chas. Scribner's Son.....	7 68	
Buxton & Snyder.....	20 75	
Mark Crawshaw.....	21 60	
Chas. T. Roosa & Co.....	8 00	
Geo. Crawshaw.....	19 38	
Jas. M. Crane.....	12 75	
Allyn & Bacon.....	54 00	
Scott-Foresman & Co.....	10 35	
J. P. Convery's Sons.....	1 40	
Milton Bradley Co.....	134 80	
George Deyo.....	1 53	
	<hr/>	5.687 16

COMPULSORY EDUCATION.

C. B. Galatian.....	600 00	
Mrs. Richard M. Hoe.....	529 84	
New York Catholic Protectory.....	22 84	
James M. Crane.....	13 20	
	<hr/>	1,165 88

LIBRARY.

Thos. M. Hawthorne.....	1,000 00
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Lillie O. Estabrook.....	800 00	
C. V. A. Oakley.....	500 00	
		<hr/> 2,300 00

LIBRARY FUND.

J. H. Horton.....	45 67	
Newburgh News Printing & Pub. Co.....	255 75	
Funk & Wagnalls Co.....	20 00	
Free Library of Philadelphia.....	1 25	
Newburgh Journal.....	182 35	
Geo. W. Green.....	458 51	
N. S. Smith.....	88 64	
Thos. M. Pope.....	58 98	
Reformed Church of Warwick.....	1 75	
New York Gen. & Bio. Soc.....	25 00	
William Abatt.....	7 80	
The Caxton Press.....	5 13	
R. R. Bowker.....	14 50	
New England Hist. & Gen. Soc.....	3 00	
The Literary Digest.....	3 00	
Creswell MacLaughlin.....	1 25	
Masonic History Co.....	26 60	
H. W. Wilson Co.....	9 00	
Gustav Stickley.....	3 00	
Robson & Ade.....	4 05	
B. M. Brink.....	2 00	
Dodd-Mead & Co.....	55 00	
Mass. Soc. of Mayflower Dec.....	2 00	
International Quarterly.....	4 00	
The Dial Co.....	2 00	
Curator D. A. R.....	2 00	
Library Bureau.....	16 00	
Jas. M. Crane.....	2 50	
Platt & Platt.....	4 00	
Sec. Com. of Mass.....	4 00	
B. F. Cummins Co.....	25 00	
B. F. Buck Co.....	4 35	
		<hr/> 1,342 58

Fourth.

TEACHERS WAGES.

William H. Doty.....	1,800 00
C. W. Lockwood.....	1,100 00
D. C. Scott.....	1,089 00
Dora M. Townsend.....	1,000 00
H. P. Collins.....	760 75
Ida C. Le Roy.....	850 00
Anna Jewell.....	750 00
Elsie B. Scott.....	850 00
R. Bell Chapman.....	750 00
Anna M. Tole.....	731 25
Jane A. Carmichael.....	750 00
Jennie Marvel.....	750 00
Katherine Lozier.....	603 75
Alice R. Hitchcock.....	600 00
Elizabeth Sheridan.....	600 00
Marietta Shaw.....	600 00
Georgiana Greenwood.....	358 00
Alex. J. Hutchinson.....	1,300 00
William B. Sanxay.....	305 00
S. W. Holdredge.....	200 00
Mabel Daniher.....	393 75
William H. Kelly.....	1,300 00
Anna P. Hasbrouck.....	450 00
Kate A. Flanagan.....	500 00
Mary F. Van Wyck.....	450 00
Caroline Millspaugh.....	450 00
Eliza W. Kidd.....	450 00
Mary E. Wilson.....	450 00
Sara K. Bannon.....	450 00
Annie Clark.....	450 00
Annie M. Barnes.....	500 00
Mary E. Garvey.....	450 00
Almira Seaman.....	450 00
Mabelle C. Bond.....	450 00
Agnes C. McCullough.....	450 00

Eva G. Penney.....	450 00
Jennie M. Boyd.....	450 00
Alberta Ames.....	450 00
Chas. E. Snyder.....	1,300 00
Clara L. Shaffer.....	395 99
Emma C. Barnes.....	491 25
Emma Everitt.....	500 00
Grace A. Minty.....	450 00
Effie L. McConnell.....	450 00
Mary A. Smith.....	900 00
Harriet A. Van Duzer.....	450 00
Helen G. Montfort.....	441 00
Carrie B. Ronk.....	450 00
Gertrude Van Cleft.....	450 00
Olive R. Cronin.....	450 00
Margaret J. Fowler.....	450 00
Alberta Van Cleft.....	445 00
Isabelle H. Dougherty.....	450 00
Jessie F. Vincent.....	450 00
Sara W. Snowden.....	454 44
Agnes Templeton.....	600 00
M. H. Dusingbury.....	1,170 00
Ira D. Minard.....	130 00
Annie E. Bayles.....	600 00
May E. Delancy.....	500 00
Elizabeth Totten.....	500 00
Lillie O. Brundage.....	450 00
Jean C. Hamilton.....	450 00
Mary B. McCullough.....	450 00
Alice H. McConnell.....	450 00
Martha G. Henderson.....	450 00
Margaret J. Fowler.....	434 25
Mabel T. Leeper.....	450 00
Anna B. Flanagan.....	450 00
Anna I. Ryan.....	450 00
Lillie I. Van Wyck.....	500 00
Ella A. Chadborn.....	450 00

Emma F. Wells.....	439 25
Lucia C. Twiname.....	450 00
Alice Booth.....	450 00
Jennie M. Wells.....	450 00
Bessie M. Cotton.....	450 00
Sara M. Clark.....	450 00
Harriet M. Peck.....	450 00
Janet M. Barr.....	450 00
Estelle Hunter.....	405 75
Agnes C. Miller.....	900 00
Ida R. Henderson.....	450 00
Ada Meginn.....	450 00
Mary Caldwell.....	435 50
Florence E. Beakes.....	443 25
Nellie Revill.....	405 00
I. Jeanette Sloan.....	450 00
Edith I. Grimley.....	450 00
Eliza Hannan.....	450 00
Elizabeth L. Gordon.....	448 75
Nellie M. Bennett.....	450 00
Emily V. Haigh.....	450 00
Olive Withers.....	80 00
Geo. E. Atwood.....	1,300 00
Helen G. Ruttenber.....	500 00
Clara G. Delancy.....	475 00
Emma R. Weed.....	320 64
Anna M. Wiltsie.....	281 25
Lillie H. Fowler.....	424 13
Grace L. Smiley.....	424 13
Margaret M. Malloy.....	443 25
Margaret M. Shaw.....	450 00
Josephine Jansen.....	450 00
Mabel K. Shaw.....	450 00
Abbie L. Colden.....	450 00
Fannie R. Laib.....	450 00
Maud I. Winans.....	450 00
Anna G. Egan.....	450 00

Harriet J. Fowler.....	450 00	
Jessie Holland.....	450 00	
Frances Ritchie.....	450 00	
Helen R. Hunter.....	450 00	
Ethel L. Harris.....	447 75	
Emma Colden.....	600 00	
Elizabeth Delaney.....	99 45	
Irene McCord.....	57 26	
Loretta Theall.....	221 48	
Mabel Cromwell.....	72 68	
Sadie H. Beakes.....	13 52	
Emma K. Wolf.....	59 69	
Clara G. Fleming.....	17 27	
Jennie Mitchell.....	75 49	
Ethel Wilcox.....	47 84	
Maude Powell.....	17 65	
Sara Lahey.....	83 97	
Florence Theall.....	8 45	
Edith Miller.....	100 58	
Katherine Ross.....	55 79	
Martha Jamison.....	31 25	
Adelaide Kidd.....	5 06	
Anna Wells.....	45 85	
Ethel McCullough.....	21 22	
Isabelle Friend.....	4 23	
Anna Stubbs.....	3 75	
David G. Barr.....	85 00	
Jennie McGiffert.....	45 00	
Sarah F. Kimball.....	45 00	
May Burhans.....	7 61	
Edith Avery.....	37 50	
Ethel Gavey.....	20 00	
		<hr/>
		\$63,510 21
Total expenditures.....	95,937 82	
Balance on hand Oct. 1, 1905.....	1,989 40	
		<hr/>
		\$97,927 22

Balance in General Fund.....	\$ 521 82	
Balance in Library Fund.....	1,467 58	
	<hr/>	\$ 1,989 40

Newburgh, October 1, 1905.

We have examined the above financial statement and certify the same to be correct.

W. R. PERKINS,
HIRAM LOZIER,
A. LINCOLN J. MILLER,
Finance Committee.



Superintendent's Report.

Board of Education, Newburgh, N. Y.:

Gentlemen:—I respectfully submit this my fifth annual report of the public schools of this city for the year ending September 30, 1905:

STATISTICS.

Population of the city.....	26,500
School population (5 to 18).....	5,848
Boys, 2,090.	
Total net enrollment.....	4,252
Girls, 2,162.	
Aggregate days' attendance.....	618,362
Average daily attendance.....	3,281.71
Average daily attendance per cent of net enrollment	77.2
Average membership.....	3,531
Average daily attendance per cent of average membership.....	92.38
Number of school buildings.....	6
Number of sittings (single desks).....	3,971
Number regular teachers employed.....	110
Number of class rooms.....	97
Number of pupils to a room (total registration)....	43.8
Number of pupils to a room (average membership)..	34
Number of pupils graduated from the Grammar Department, 1905.....	149
Number of pupils graduated from the Academic Department 1905.....	54
Cost of teaching and supervision.....\$	63,510 21
For all other school expenses.....	30,427 61
Total expenditures.....	95,937 82
Cost per pupil based on cost of teaching and supervision (total net enrollment).....	15 40

Same based on total expenses.....	17 86
Number of children in the city between the ages of 8 and 14, June 30, 1905.....	2,722
Number between 8 and 14 registered as attending public schools during the year.....	2,300
Number of such children receiving instruction else- where was.....	350
Average daily attendance of such children at public schools was.....	2,185
Average daily attendance of such children elsewhere.....	315
Number of children over 14 and under 16.....	824
Attending public school during year.....	399
Receiving instruction elsewhere.....	105
Number of cases investigated by truant officer was..	380
Number of children sent to truant school was.....	10
Number of volumes in school libraries.....	4,339
Number of volumes in Newburgh Free Library.....	27,810
Total number in both.....	32,149
Value of school house sites.....\$	48,500 00
Value of school houses including furniture.....	401,500 00
Total value of school property.....	450,000 00
Number of licensed teachers employed 160 days or more during year ending June 30, 1905.....	110
Assessed value of property of the city both real and personal.....\$	10,659,080 00
Bank stock.....	1,315,760 00
Total.....	\$11,974,840 00

ATTENDANCE.

Net Enrollment by Schools.

Academy	489
Washington Street School.....	752
Grand Street School.....	771
South Street School.....	992

West Street School.....	390
Liberty Street School.....	858

Total.....	4,252
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	<i>Average Enrollment</i>	<i>Average Daily Attendance</i>	<i>Per Cent</i>
Academy	444	424	95.5
Washington Street School.....	619	590	95.3
Grand Street School.....	598	554	92.65
South Street School.....	806	741	91.9
West Street School.....	328	296	90.0
Liberty Street School.....	736	676	91.8
Totals.....	3,531	3,281	92.38

The schools were in session, including legal holidays, 192 days. The net enrollment was 4,252; average enrollment, 3,531; average daily attendance, 3,281; aggregate days' attendance, 618,362; school population (5 to 18), 5,848. The record for the year ending September, 1904, was as follows: Net enrollment, 42,311; average enrollment, 3,449; average daily attendance, 3,281; aggregate days' attendance, 590,305; school population (5 to 18), 5,845. A comparison shows a slight increase of last year's record over the preceding year, except in daily attendance, which is the same both years.

The net enrollment in 1900 (census year), was 4,301; average daily attendance, 2,931; aggregate days' attendance, 572,579; school population (5 to 18), 5,789. Since 1900 there has been an increase of 1,557 in the population of the city. During the same period there has been but a slight increase in school population, but the net enrollment has increased 221, and the average daily attendance 350, which shows that a larger proportion of children of school age were in school and that there was a decided improvement made in regularity of attendance. It would seem that every effort has been made during these latter years to encourage children to attend school.

Teachers have tried to make their work interesting and the school rooms have been made attractive. It is gratifying to realize

that we are making some progress. But still it is one of our most difficult tasks to keep some children in school. The trouble is with homes in which parents have very little control of their children and apparently very little interest in their welfare. In some cases they are not able to provide proper clothing for their children especially in cold weather. The Board has no fund which can be used for relief of such cases. The voluntary Thanksgiving contributions of the pupils which have been made for a number of years still continue to be a very effective aid to these needy children.

Ten boys who proved to be incorrigible were sent to truant school during the year.

There has been no serious nor general illness among our teachers or pupils. The prolonged cold and stormy weather of the winter materially reduced the attendance, especially in the primary grades.

By using care in the distribution of pupils the crowding of classes above the first year was avoided. A few classes, composed mostly of children just entering school, were divided into half-day sections.

In our annual report of 1902 is the following: Spacious, well-lighted, properly heated and ventilated class-rooms with a seating capacity limited to forty, with an average attendance of from thirty to thirty-five pupils, would be a marked improvement in our school buildings. With very few exceptions these conditions are now realized.

In the matter of school grounds, buildings and their equipment, ample provision has been made for the health, comfort and convenience of the pupils. The smaller number in the classes affords the opportunity to teachers to give that special attention to individual pupils, which in some cases is essential to their progress.

SCHOOL WORK.

Under these improved conditions it is fair to expect a corresponding improvement in school work. We believe that substantial progress has been made year by year and that the results of last year's work give evidence that we are still moving in the right direction.

Teachers have been untiring in their efforts to advance their pupils and have given their co-operation and support to whatever tends to promote the best interests of the schools. It is a fact generally conceded that the success of any school system depends mainly on the teachers. "Material equipment, however costly and elaborate, is secondary to scholarship, ability and devotion in the teaching force." School authorities may formulate plans and elaborate courses of study but it requires an adequate teaching force to give them life and efficiency. In my opinion our present corps of teachers are capable and efficient.

The usual proportion of pupils were promoted at the close of the year and one hundred and fifty were graduated from the Grammar Department and fifty-four from the Academic Department. This is the largest number of graduates from each department in any year. The number of Academic graduates who entered higher institutions of learning exceeded that of any other year. Twelve entered College and eleven entered Normal Schools. Total, twenty-three. This is not only an indication of the thorough training of Academy students but (what is of more value) the inspiration they receive to prepare themselves for greater usefulness by a further pursuit of their studies.

The new syllables which is being issued by the State Education Department contains important changes. Among these all schools maintaining an academic department are required to include certain specified subjects in their courses of study and to give a specified time for the completion of each.

It will not be difficult for us to conform to the requirements of the new syllabus, as we are in hearty sympathy with it and have been virtually following the plan of work it outlines. Reading still occupies an important place in our primary and grammar schools. Reading might be defined as taking in thought and giving it proper vocal expression. The first part of the process is the more important as there can be no proper expression until the child grasps the thought. Reading is the key that opens the stores of knowledge and children should be trained to read understandingly in order to make this key effective. Our classes are fairly well supplied with supplementary reading books of an interesting and instructive char-

acter and all the schools have libraries of carefully selected books which the pupils can take out for home reading.

Perhaps it is not necessary to speak further of school work in this report. The reports of the principals and special teachers will give a fuller account of the work and needs of their respective schools and departments.

The annual exhibition of pupils work in drawing and manual training given at the close of the year was especially good, showing skillful and systematic instruction in these departments and continued interest of the pupils in their work. The substitution of bi-monthly written tests in place of the monthly tests heretofore given will go into effect the coming year. It is thought that this plan will afford sufficient amount of written work and give more time for instruction.

TEACHERS' MEETINGS.

The following addresses were given to the teachers at the monthly meetings: "Misunderstood Children," by Prin. Myron T. Scudder of New Paltz Normal School; "Qualifications of Teachers," by Supt. C. E. Gorton of Yonkers, N. Y., and "Teaching Children How to Study," by Supt. William A. Smith of Poughkeepsie, N. Y. These addresses were practical, helpful and interesting and were much appreciated by the teachers.

At the other meetings valuable papers were read and methods of teaching Geography and Arithmetic discussed.

Appropriate public exercises were held in all the schools in observance of the days required by the rules of the Board. On most of these occasions the pupils of the different schools were favored with interesting addresses by prominent speakers of the city.

The required number of fire-drills have been practiced in the several schools and other requirements and recommendations of the State Education Department and of your honorable body have been complied with.

By suggestion of Mr. Smith, a member of the Board, a general information test consisting of one hundred questions was given to the Academy pupils before the holiday vacation. This exercise

was valuable in arousing the interest of the students in general topics and received much attention in the city and elsewhere. Two prizes of five dollars each were given, one by Mr. Smith and the other by President Shipp to the students who gave the correct answers to the greatest number of questions. The prizes were won by Harold Reed and Giles Schermerhorn.. A test of the same character was given in the latter part of the year and prizes of the same value were awarded by President Shipp to the boy and girl who gave the greatest number of correct answers. The winners in this test were Jefferson Barnekov and Alice M. Perkins.

RESIGNATIONS AND APPOINTMENTS.

Nine of our teachers resigned during the year. Mr. Myron H. Dusingbury, for five years principal of the South Street School, resigned his position at the close of the year to accept a more lucrative one with the American Book Co. Mr. Dusingbury was very successful in his work as principal. He had fine executive ability and secured to a high degree the respect and good will of his teachers and pupils. The school authorities recognized and appreciated his worth and regret his loss from our corps of teachers.

Mr. Ira D. Minard, a graduate of the classical department of New Paltz Normal School, and for eight years the successful principal of one of the public schools of Kingston, was appointed the successor of Mr. Dusingbury.

Other resignations were as follows: Hamlet P. Collins, Clara L. Shaffer, Estelle Hunter, Sarah M. Clark, Nellie Revill, Elizabeth L. Gordon, Mabel K. Shaw and Annie M. Wiltsie. All of these teachers rendered faithful and efficient service to our schools and they have our best wishes for their future happiness and success.

The following appointments have been made. Mr. David G. Barr, a graduate of Princeton University, to the position of instructor in mathematics and ancient history in the Academy. Edith D. W. Miller as principal's assistant at the Academy, Mabel M. Danisher to the grammar department and Loretta Theall, Elizabeth Delaney, Jennie McGiffert, Sarah F. Kimball, Anna F. Wells and M. Edith Avery to positions in the primary department.

These appointees are graduates of the Newburgh Academy and have Normal School diplomas.

In concluding this brief review of the school year allow me to express my sincere appreciation of the kind and considerate treatment received from the Board of Education and of the loyal support and co-operation of the teachers and others connected with our schools.

JAMES M. CRANE,
Superintendent.



Report of Principal of Free Academy.

Mr. James M. Crane, Superintendent of Schools:

Dear Sir:—The registration at the Academy for the year closing June 27, 1905, was 489, increase of 46 over the preceding year and 71 more than in 1901. In the Academic department there were 185 boys and 225 girls, total 410. In the two eighth year classes there were 45 boys and 34 girls, total 79.

There were 88 non-resident pupils, an increase of 15 over the preceding year. The registration of non-residents in both departments since 1900 has been as follows: 1900-'01, 78; 1901-'02, 60; 1902-'03, 58; 1903-'04, 73; 1904-'05, 88; 1905-'06, 90. The law providing free tuition for non-residents has not, as yet, very greatly affected the attendance of such pupils.

The class graduated June 27, 1905, was the largest in recent years and of a high average in scholarship. By courses the class was divided as follows: Classical, 8; Latin-Scientific, 20; Scientific, 6; English, 20; total 54. Twenty-three members of the class have taken up advanced courses, twelve in college and eleven in normal schools. Again the Academy is on the State Roll of Honor for the number entering college. It is of more than usual interest to note the fact that five of the class passed the examinations of the most exacting colleges and entered Harvard, Yale, Columbia and Princeton.

The average attendance was 358. The work of the year was remarkably free from interruption by sickness and was characterized by that harmony and co-operation between pupils and teachers so necessary to the best success.

No changes were made in the courses of study. Our courses are closely in accord with those recommended by the State Education Department, in the new syllabus, especially so, in providing that subjects must be studied continuously one, two, three or four years. This tends to promote greater thoroughness, better mastery, and more valuable mental discipline than did the once popular "fourteen weeks" in various subjects. A few changes in our courses

should be made conforming to those being made throughout the State.

Our adaption of the so-called Batavia system of individual instruction is producing gratifying results. So far as it is possible to arrange our program, each teacher spends one study hour a day with her class, especially in their most difficult subject. It is understood that the teacher is to furnish necessary guidance to individuals not to give indiscriminate help. At least ten such study hours are provided daily. The teachers think this hour almost indispensable and I believe it largely assists to "bridge the chasm" between the grammar school and the high school.

During the year the value of our reference library was greatly increased by the removal of the office to the north side of the building. The new office is very satisfactory and the old office with additional shelving and a large reading table provides good accommodations for our excellent library. There are now about 1,200 volumes. A brief summary of the contents may be of interest. We have The Century, The Standard and Webster dictionaries, three encyclopedias, including the New International, Warner's The World's Best Literature, The Library of American Literature, The World's Best Orations, Harper's Encyclopedia of American History Larned's History for Ready Reference, the great histories of Grote, Curtius, Momsen, Knight and Guizob, forty volumes of the Story of the Nations, The American Statesmen series, The English Men of Letters series, Appleton's Pedagogical Library, the complete works of Longfellow, Lowell, Whittier, Holmes, Emmerson, Hawthorne, Thoreau, Burrows, Aldrich, Walter Pater, Browning and Shakespeare. Of other books there are as classified, 95 science, 90 literature, 30 art, 31 biography, 22 classical, 110 history, 100 miscellaneous and 20 special reference books. This collection merited the better accommodations so promptly supplied upon the recommendation of the visiting committee. We expect our library to become increasingly useful in our work.

The usual entertainments and celebrations were held during the year. Principal Snyder, Rev. Mr. Barber and Dr. Hall addressed the school on patriotic themes. Mr. Jacob A. Riis lectured under the auspices of the school in the interest of our student fund. "Col.

Brown of Indiana" gave an address on the "Utility of Our Birds." At the Thanksgiving reception the pupils contributed \$83.00 and 42 packages of clothing. Two examinations on "general information" were held during the year, for each of which two five dollar gold pieces were provided, as prizes, by members of the Board of Education. These tests aroused great interest among the pupils, and attracted attention outside the school. They led to the formation in the classes of large clubs of subscribers for a valuable little weekly paper, "Current Events," published especially for school children.

The alumni association offers each year two prizes for excellence in literary work and furnishes a scholarship in college to a member of the senior class. This interest of the alumni in the school deserves high appreciation. In a former report I said "The aulmni association by its annual scholarship and prizes assists in maintaining that school spirit which makes it an honor to be an Academy pupil and an obligation always to support the good reputation of the school."

We expect that our chemical laboratory will be provided with new tables and modern equipment at a time not far distant. The plans of the State Education Department in regard to biology emphasize our need of better facilities for that work. We are aware that our work in music is not satisfactory and hope to see it organized as well as is our drawing and manual training.

The work of the year was characterized on the part of the teachers by self sacrificing devotion to the interests of their pupils and on the part of the pupils by most commendable loyalty and in general by a serious effort to do the work required.

In closing this, my fifth annual report, I wish to express my continued appreciation of kind consideration from the teachers, yourself and the members of the Board of Education.

Respectfully submitted,

WILLIAM H. DOTY, Principal.

Report of Principal of Washington Street School.

James M. Crane, Superintendent of Schools:

I am admonished by the passing of the year that you will expect something from me concerning our school. The total number of pupils registered during the year was seven hundred and fifty-two. The average number belonging was six hundred and twenty, with an average attendance of five hundred and ninety. We are very particular in our efforts to secure regularity in attendance and immediately notify parents when children are absent, requiring proper excuses for absence. These are preserved till the end of the year.

We had some cases of truancy and these were also given special attention. As a rule parents are desirous of assisting us. Our thanks are due to Truant Officer Galatian for timely services when notified concerning the improper absence of pupils from their school duties.

Last year our school library numbered four hundred and ninety-seven volumes. This included ten small paper-covered pamphlets that were in the school when the library was first established and have now been taken out. The library now numbers five hundred and sixty-three books. The number taken out during the year was one thousand and thirty-one.

We endeavor to have a minimum of tardiness on the part of pupils, while tardy teachers are almost unknown at our school. There were but two cases during the entire year and these occurred during the blizzard when it was impossible to get here on time.

Teachers seldom absent themselves from school except in cases of illness, in which cases we are obliged to ask for help from the substitute list, and this leads me to suggest that a physical requirement be desired in all applicants for position in our schools.

We are heartily in favor of uniform examinations, as well as uniformity in marking the papers and very much desire to see them adopted in all grades.

All of our geography teachers petitioned for the addition to our

list of text books of a geography other than the one now in use. Many complaints have been made concerning the books now used, satisfactory results never having been obtained with the work. So many complaints were made at one time that the publishers sent one of the compilers of the work to this city for the purpose of meeting the teachers and assisting them over some of the difficulties encountered in its use in the class room. The general verdict seems to be that little if any help was obtained, some replies to questions being: "Read it over," "Recite that with the book open," "Thankful I had nothing to do with that," etc. It is the opinion of our teachers that better work can be done if their petition is granted.

Ward's Readers give eminent satisfaction and the more advanced ones have been asked for in quarters where they have not heretofore been in use. The system is an improvement on former methods of teaching children to read.

A more rigid enforcement of section one hundred and twenty-eight of the Board rules seems advisable. There are, in nearly all of the classes, a few pupils who are below the grade, such condition being the result, to some extent, of indolence and inattention. If a few reductions were made in such cases the effect on the others in the class would, no doubt, be beneficial. These reductions need not be general and should only be made after a reasonable trial and due warnings.

I desire respectfully to call your attention to the subject of drawing, requesting you to consider the matter with a view to shortening the time required for that subject and, if possible, to arrange for the completion of but one book a year in each of the several grades.

I would not omit a few words of commendation for the faithful, hard-working corps of teachers in our school. They are all anxious to please and to do the work assigned them.

For the kindly and sympathetic assistance of a generous and capable superintendent, as well as to all of the constituted authorities in our school affairs, we are all under renewed obligations.

WM. H. KELLY,
Principal Washington Street School.

Report of Principal of Grand Street School.

Mr. James M. Crane, Superintendent of Schools:

Dear Sir: I have the honor herewith to submit the annual report of the Grand Street School for the year ending June 27, 1905.

The work of our school varies so little from year to year, and the changes in our teaching force are so few, that an extended report would be largely a repetition of those of former years.

Our attendance has been fairly good as shown by the statistical reports which have been already forwarded. It was considerably reduced in the lowest grades by the prevalence of mumps and whooping cough among the smaller children. There were several cases of irregular attendance, confined to a comparatively few families, which it seemed to be impossible to overcome.

In my opinion, they are largely chargeable to the poverty, neglect or indifference of parents, a state of affairs which the truant law fails to remedy. Excuses for absence in such cases are usually frivolous or palliative. If the law could be made to bear a little more heavily on the parents, the result might be beneficial.

The number of absences among our teachers on account of illness is very much less than during several previous years. The general health of the school has been good. The heating appliances are giving good satisfaction, as is shown by the fact that during the coldest weather we have not been compelled to dismiss any classes on account of cold rooms. By care and attention on the part of the teachers the ventilation is fairly good, except in extreme weather, though not entirely satisfactory.

Our teaching force remains the same as in previous years with two exceptions.

The vacancies made by the resignation of Miss B. L. Marden in the second grade and Miss J. N. Moss in the fourth grade were filled by the assignment of the Misses Alberta and Gertrude Van Cleft to those places, respectively. The number of third grade pupils being greater than could be accommodated in two rooms, it was

found necessary to form another class of that grade and Miss Gertrude Van Cleft was assigned to it. In order to do this the number of fourth grade classes was reduced from three to two.

I desire here to mention and especially commend the exceptionally good work done by Miss Alberta Van Cleft in the second grade class. While the work of the pupils was all good, the progress and perfection which characterized their work in number was marvelous. In addition especially, which is a most important part of fundamental arithmetic, their work as to rapidity and accuracy, could not be equalled by the pupils of the highest classes in the building.

In the general work of the school the usual standard of excellence has been maintained. A sufficiently large number of pupils reached a standing which entitled them to promotion without examination, and reason; their inability to "take the initiative" as the saying is, kept back who was prepared to do the work of the advanced grade. While comparatively few of our pupils reach a very high standing, there is sufficient flexibility in our course of study to allow all faithful and industrious ones to make a creditable record. One reason in my judgment, why a larger proportion of our pupils do not attain a higher standing is their want of ability to think and of those whom we examined in one or more subjects no one was. Their work consists too much in the acquisition of facts and the practice of routine processes, without seeing the relations of cause and effect, and forming independent opinions. This is a phase of school work that is receiving the attention of educators to-day, and one that affords the progressive teacher a field of study fraught with great possibilities and rich rewards. Could we improve our work along these lines. I doubt not we should be greatly gratified as well as surprised at the results.

In spelling, our classes have done very well and have attained a creditable standing in several tests that have been given them. Our method has been to keep correct spelling prominent in all their school work; to have them spell the best they can, and keep at it. Our language work has continued along the lines laid down with fairly satisfactory results; but I am free to say that our pupils do not acquire that facility and accuracy in the use of the English lan-

guage that is desirable, and I might say, that might be reasonably expected.

The work in drawing maintained a high standard of excellence, the teachers adhering faithfully to the work laid out for them. The mounts prepared for the public school exhibit were highly commended by the Supervisor of Drawing.

I think our classes in geography have done as well as in previous years. That the results are not satisfactory to the teachers themselves would seem to be indicated by the very general request on their part for a change of text-books. While I would not antagonize the opinion of those who use the books in their classes, I do not think the results desired will be attained simply by a change of text-books. What I have said above on the method of study has a pertinent application to this subject.

The time requirements as to the study of physiology have been faithfully observed in all the grades, and doubtless with more or less benefit. That some change in the text-books on this subject would be beneficial barely admits of argument.

In arithmetic, some of the classes have done much better than others, but on the whole they have done as well as in former years. This is another subject in which a pupil's success depends in a large measure on his ability to reason and think for himself, and the more we can develop his mental powers the better results will we attain in all departments of school work.

Vocal music has received its share of attention. The pupils in the sixth, seventh and eighth grades have had the opportunity to acquire a knowledge of the elementary facts of music, and have had more or less practice in singing by note and reading music in the acquire a knowledge of the elementary facts of music, and have had daily practice in note songs, hymns, patriotic songs and miscellaneous selections, at the opening of school and in the holiday observances.

I think I may say our children are improving in their reading. We have a few who read very well. This by contrast serves to show the deficiency of the greater number. While nearly all read with promptness and facility, so far as the pronunciation of the words is concerned, their reading is too mechanical. There is a lack of that

knowledge of inflection and emphasis and that proper modulation of voice demanded by the sentiment of the subject matter.

With our large classes, it seems impossible to find the time for drill and practice which are needful to produce excelent readers.

In closing this report, permit me to reiterate my appreciation of the faithful devotion of our teachers to the interest of their pupils and the school and of the harmony that has marked our relations during the year. To the members of the Board of Education for their continued support and encouragement, and to our efficient Superintendent for his cordial co-operation and assistance I am profoundly grateful.

Respectfully,

CHAS. E. SNYDER, Principal.

Newburgh, N. Y., June 30, 1905.



Report of Principal of West Street School.

Mr. James M. Crane, Superintendent of Schools:

There were registered during Sept. of the past year three hundred and fifty pupils—sixty-two for the sixth and seventh grammar grades. In Sept. of this year we registered three hundred and seventy—fifty-eight of the number grammar grade pupils. During the year twenty-five of the older pupils left school to accept positions of employment, and fourteen of those promoted went on to the eighth grade.

This year we had a large fifth grade, and not wishing to lose any of our pupils, were compelled to make two fifth grade classes, and divide the lowest division into half day classes. At present our grades are as follows. Seventh, one; sixth, one; fifth, two; fourth, two; third, two; second, one; first, two; with one of the first in part time classes. Last April the increase in enrollment gave us the opportunity to rearrange our first grades.

All those of each class who gave promise of completing the required work were given to one teacher, and those who by reason of absence could not complete the work, were placed with the beginners for the remainder of the term. This change proved very satisfactory.

Considering the long cold winter the attendance was good, except in the late spring, when whooping cough kept a number out of school. There was but one case of diphtheria and one of scarlet fever reported during the year.

In compliance with the State law, the fire drill was observed each month. At such times the pupils in the front rooms of the building use the front door and all occupying the rear rooms use the side doors. After the passing of hats and wraps all classes march out in line, the whole taking about two minutes. Our signal is "three bells."

We learned with regret during the summer vacation of the resignation of two of our most efficient teachers, Miss Elizabeth L. Gordon and Miss Nellie Revill. The vacancies were filled by the

appointment of Miss Loretta Theall, a graduate of the Jamaica Normal, and Miss S. Frances Kimball, a graduate of the State Normal College, Albany, N. Y.

In the summer the appearance and convenience of our building was improved by the resetting of the front steps; by new front doors; by the painting of the halls in both wings; by a much improved cloak room, and the forming of a small room at the left of the main entrance, which will, with a little furnishing, fill an often felt want by serving as an office or reception room. The removal of dangerous stairs from the cloak room was wise and commendable.

The school and reference library now numbers over five hundred volumes, forty-eight of which were added last year. From Sept., 1904, to June, 1905, the circulation was one thousand one hundred and eighty volumes.

Of supplementary reading we have a generous supply, including various sets of readers, several selections from works of Hawthorne, Burroughs and Dickens. Carpenter's Geographical Readers, used in all grades above the fourth in connection with the work in geography, are great favorites.

The work in the different subjects taught has been carried on with great earnestness by our teachers. Results have been on the whole satisfactory. In arithmetic we feel that far better results could be obtained if the same series of text-books were used in the third, fourth and fifth grades. Many of our pupils write a neat, legible hand, but our teachers are not satisfied with the penmanship shown in general work. For this year we have determined upon less, but better work in this line.

Probably the greatest improvement made was in arithmetic, in language work and in reading, and, considering the many who leave school before they reach even the eighth grade, these seem most important. If our pupils learn to read understandingly, and are taught to state clearly the substance of what they read, orally or in writing, and to spell correctly, they have the best of "the essentials." If we succeed in cultivating the love of learning the learning itself is sure to follow.

I wish here to express my appreciation of the faithful and conscientious work of our corps of teachers.

The excellent care of our building and grounds deserves special mention. Both teachers and pupils are thankful for the efforts made by our janitor for their comfort.

Please accept for yourself and the Board of Education our gratitude for the uniform consideration with which we have been treated, and the hearty support given us during the year.

Respectfully submitted,

A. C. MILLER, Principal.



Report of Principal of Liberty Street School.

Mr. James M. Crane, Superintendent of Schools:

Again it becomes necessary to report on the work done in this school during the past year. Complying with this requirement, I beg to offer the following brief statement.

School opened in September with all the classes well filled but none of them crowded. Within a short time, however, it was necessary to divide one first grade class into two half-day classes, and this division continued throughout the year. All the other classes went through the year with as many pupils enrolled as the teachers could well care for.

Your frequent visits to our school must have convinced you whether our work has been well done. From time to time we have heard you express some word of commendation, which would indicate that you have considered us faithful to our trust. My judgment is that the teachers, who have done most of the work of instruction, have, each and all, given their best efforts to their classes. The results have been commensurate with these efforts, and nearly all the pupils who have been regular in attendance and attentive to their work have been promoted to the next grade. In matters of discipline, we are conscious of our own limitations and some of our mistakes in our efforts to secure right conduct from a right motive. We are striving more and more to prevent occasions for corrective discipline. Punishments may check wrong doing, but they are not the most effective means of fostering the principle of virtue. We are therefore thinking less of how we shall punish pupils for bad conduct and more of what our attitude toward them must be to win their confidence and respect and convince them of our genuine interest in their welfare, knowing that so far as we succeed in this respect to that extent we can lead them where we will.

Our grade libraries were increased by the addition of ninety-four new books, which increased the number of books in these libraries to five hundred and eighty-five. These libraries are becoming more

useful and of greater value as we are able to select books that are adapted to the children of the several grades. These books are eagerly sought after by nearly all the pupils, and many of them read from six to twelve books during the school year. The children inform us also that many of the books are read with pleasure and profit by other members of the family. We are convinced that this is one of the best methods of sending good reading into all the homes represented in the school, and we have often wished that twice as much money could be devoted to this purpose, believing that none of our school expenditures give better returns.

Referring to my report of two years ago, I find the following: "Our work in geography, whether viewed from the standpoint of utility or intellectual development, will not, we think, bear a very critical examination. This may be due to our method of teaching the subject." Our results in this part of our work are no more satisfactory either to myself or to my teachers, and we have come to the conclusion that it is not the fault of the teachers. In a subject like geography, all teachers feel compelled to follow the text-book more or less closely. The text-book in use is too scientific for children, and any effort to have the pupils comprehend much of the matter contained in the book must result in failure, because it is beyond the comprehension of children of that age. Without doubt, every teacher of geography in the city would welcome a change in this text.

We feel like repeating a suggestion made in last year's report to the effect that uniform examinations in all the schools would be a step in advance. I believe it would make our work more thorough, for the reason that examination papers prepared by others will reveal to many of us some of the weak places in our work. It may be said that the preparation of so many examination papers would impose too much of a burden on one person. If you will pardon the suggestion, my thought is that this work could be divided among the principals and done under general supervision. This would tend to make each principal something of a specialist in the subject assigned to him, and on the whole, I believe the examinations would be superior to those now given. It may be that for a time some of our classes would not receive as high marks as they do now, but this

would not long continue, for the fact that all classes are to be estimated by a common standard would incite every teacher to her best efforts. The result would be a gain to the pupils, and this would fully justify the change.

All I have said in former reports in relation to the care of our building might in justice be repeated here. As an illustration of the faithful and efficient service rendered we might mention that when the addition was made to the building seven years ago, three new boilers were put in. These have been used seven winters, and they have been so well cared for that during that time there has not been a dollar of expense on them for replacing broken or burned out grates or for other repairs.

We desire to express our appreciation of all the encouragement and assistance we have received from you and from the Board of Education in the pursuit of our work.

Respectfully submitted,

GEORGE E. ATWOOD, Principal.



Report of Librarian.

To the Board of Education :

Gentlemen :—I have the honor to present herewith my fourth annual report, covering the operations for the year ending June 30, 1905.

No institution of the city comes into closer touch with the whole population than the library, and there is none that the whole people regard with greater pride and esteem. It exerts a powerful interest for good over the young, and supplies both useful information and pleasant recreation for all the people.

The results accomplished in the work of the library in the year just closed are very gratifying. The work has been carried on along the same lines as heretofore, our steady progress indicating that the methods already in use are well adapted to meet all requirements.

In making additions to the library the needs of all classes of readers are kept in mind as far as possible.

GROWTH.

The growth of the library in popularity and usefulness has been a steady, uninterrupted progress. The issue for home reading has increased gradually to 78,836, a daily average of 264 volumes.

The largest number given out in one day was on January 7, 1905, when 602 volumes were taken, and the smallest number was on January 25, 1905, when 28 volumes were taken.

The largest monthly circulation was 8,201 volumes in March, 1905, and the smallest was 4,805 volumes in July, 1904.

A continual revision of the books in the library goes on, as the books wear out from continuous use, only the better ones being replaced, and in this way the character of our volumes is improved from year to year.

REGISTRATION.

The cards of a number of patrons who have died or moved from the city have been cancelled and their names erased from our register, while 656 new names have been added and loan cards have been issued to the same.

SCHOOL LIBRARIES.

The library and schools have been working hand in hand in carrying on the work of education. As a result many of the pupils have been directed to the library for material for debates, essays and school work. 581 volumes have been added during the year, making a total of 4,339 volumes now in the school libraries.

REFERENCE ROOM.

The reference work has been emphasized more than in former years. The satisfaction expressed by the patrons for the assistance given, and the steadily increasing demands for aid, show conclusively that this particular part of our work is of no small importance, and should not be neglected.

While the use of books for the purpose of reference is not recorded in our statistical table, no day passes that does not call into requisition some of the resources of this department.

BOOKS AND PERIODICALS.

During the year 39 volumes were worn out and discarded, while 131 were replaced, as it is the policy of the library to keep standard as well as the new books on the shelves at all times. The wear of books is necessarily very destructive and the expense of replacement considerable, but no money spent by the city for education tells more surely, or will be more effective in promoting the city's future prosperity, intelligence and content.

The list of magazines for 1905 will show a number of changes.

Certain periodicals which have been seldom consulted by our patrons, and which are not desirable as permanent reference books,

have been dropped, and others for which requests have been made, have been substituted. Some of the New York daily papers should be added, together with others in which our citizens are likely to take special interest.

The number of periodicals received at the reading room is 55; the number received at the Teachers' Library is 19.

DONATIONS.

There have been no very notable gifts during the year, but all have been acceptable and have helped to add to the value of the library as a collection of books, as well as to show the good will of the givers. Not all of the books donated are placed on the shelves, for some are found to be unsuited for library use, but all gifts are accepted, and as many as possible placed before readers.

The following publishers have furnished free copies of their papers for bindery purposes: Journal, Register, News and Telegram.

They are also entitled to thanks for publishing free the lists of new books added to the library.

Thirty-five volumes have been donated by the following: Miss Maria Hasbrouck, Miss Lucy D. Akerly, Miss M. A. Erwin, R. M. Smith, R. L. Fowler, F. White, T. H. Murray, Walter Williams, C. Ellis Stevens, Hon. J. M. Dickey and Col. J. J. Astor.

The gifts were duly acknowledged with the thanks of the Board of Education.

BINDING AND REPAIRING.

The binding has been done, as heretofore, in a satisfactory manner and with reasonable promptness. 1,078 volumes have been repaired at the bindery at a cost of \$362.45. At the same time the number repaired at the library was 5,563.

The number of volumes in the library has been increased to 32,149, and are located as follows:

Main room.....	18,886
Reference room.....	5,072
Store room.....	3,289
Teachers' Library.....	563

Academy	1,375
Grand Street School.....	593
Liberty Street School.....	585
South Street School.....	570
Washington Street School.....	614
West Street School.....	602
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Total.....	32,149

There has been no change in the library force, which is as follows: Thos. M. Hawthorne Librarian, Lillie O. Estabrook and Christina V. A. Oakley, Assistants.

STATISTICS.

Number of volumes in the library July 1, 1904.....	30,745
Number added by purchase.....	1,001
Number added by donation.....	35
Public documents.....	237
Worn out and replaced.....	131
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	1,404
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Number of volumes in the library July 1, 1905.....	32,149
Circulation from July 1, 1904, to July 1, 1905.....	78,836
Largest monthly circulation, March.....	8,201
Smallest monthly circulation, July.....	4,805
Largest daily circulation, January 7.....	602
Smallest daily circulation, January 25.....	28

The library has been closed 8 holidays and 5 days for cleaning.

INFORMATION.

In nothing is the extension of the library's enterprise and activity so marked as in the department of furnishing information on a great variety of topics.

This work should be emphasized so that all may know that information on nearly every subject may be obtained freely at the

library, so whether the request comes by mail or by personal application, the entire resources of the library are within the reach of all interested questioners.

The Public Library, by location and by use, should be the centre of the intellectual activity of any community, and the library best proves its right to existence when it best serves such a purpose.

SERVICES.

The work of the library has gone on smoothly throughout the year. The employes have shown a sincere desire to contribute to the success and usefulness of the institution to the best of their individual ability.

Respectfully submitted,

THOMAS M. HAWTHORNE, Librarian.

July 1, 1905.



Report of Supervisor of Drawing.

To Mr. James M. Crane, Superintendent of Public Schools:

Sir:—I have the honor to present my eighth annual report. In addition to teaching seven classes each week at the Academy, I have made thirty-one visits to the other schools.

Nineteen grade meetings of the teachers were held at the teachers' reading room, from 3:30 to 5 p. m. From these meetings seventeen teachers were absent for various causes. The absentees were as follows: Washington Street School, one each in the 7th, 5th and 1st grades; Grand Street School, two in the 6th grade, two in the 5th grade and one in the 4th; South Street School, one each in the 8th, 5th and 4th grades; West Street School, one in the 7th grade; Liberty Street School, two in the 6th grade and three in the 5th.

There have been few changes made in the drawing exercises.

The course has included the study of the spectrum colors, based on the Prang standard; color in objects, in nature, and in historic ornament; drawing from nature, or the study of grasses, sprays, flowers, fruit, vegetables and landscapes; drawing from the objects; enlarged copies of historic ornament; views and elementary working drawings; geometric problems; paper folding and cutting in the three lowest grades; lettering and decorative design applied in the making of calendar cards, souvenir cards, booklets, bon-bon boxes; in the 7th, 8th and 9th grades; two written exercises on Historic Art were required. These were to be accompanied by a suitably designed cover sheet; portfolios for sketches were made in the 9th and 10th grades; cardboard candle shades, with an original cut design from the fleur-de-lis were made in the 11th year.

In the grades from the 1st to 6th, inclusive, pencils and colored crayon were used. In the higher grades, water color, ink and charcoal, in addition to pencils and colored crayons were the mediums.

In the 11th, or final year of the course, water color washes over drawings in charcoal, from still life objects, and of landscapes, marked the completion of the work in representation.

Nearly every teacher reports that the children are interested in their work. The influence of the new Prang Text-Books of Art Education was noticeable in the three lowest primary grades, though only the teachers have the privilege of using them. This method differs from the intentions of the writers of the series who planned their books to be placed into the hands of the pupils.

In the half-day classes in Washington Street School, South Street School and Liberty Street School, no drawing lessons are given. With this exception every class in the primary and grammar departments was represented in the annual exhibit at the Academy Assembly Hall June 22 and 23. Each class sent a 22x28 card on which were mounted from two to five specimen drawings. This made a total of eighty-four cards. In addition several classes were represented by extra cards, which increased the number to one hundred. Specimens of all the constructive work were also shown. The exhibit was highly creditable to pupils and teachers.

Drawings from the Academic department covered the walls of the studio, as well as filling thirty-three cards in the winged frame in the assembly room.

The honors were won by Miss Maud Fuller and Miss Madeline Case, both members of the class of 1906. Each young lady prepared a landscape study in charcoal. These suitably framed, now hang on the walls of the assembly room.

Our class records show the following number of girls in attendance during the year: 11th grade, 10 Seniors; 22 Juniors; 10th grade, 49, in three divisions; 9th grade, 110, in four divisions; 8th grade, 33, in two divisions; total, 224.

In the eleventh grade three different sections, numbering twelve pupils each, were given the instruction in water color washes applied over values expressed in charcoal. The course lasted through the entire year, each section working at least eight weeks. The results were commendable. Miss Greenwood had full charge of the work.

Miss Greenwood also had charge of one tenth grade and of two eighth grade classes. She assisted in the teaching of the four ninth grade divisions, which owing to the unusually large number of members and to an unevenness of grading, were each divided into two

sections. Miss Greenwood has proved herself a conscientious and capable assistant.

With the entrance to our ninth grade classes of twenty-four girls from the parochial schools and twelve girls from the district schools, none having had any or but little previous instruction in drawing, the results of our year's work were not so satisfactory as usual. Only sixteen of these pupils made the required average of seventy-five per cent or more. It would seem, in justice to public school pupils, that a certain amount of skill in drawing should be required of those who enter from other schools.

Miss Elsie A. Sargent, the Supervisor in Drawing in Newburgh, previous to 1898, is now President of the New York Art School of Industrial Art, New York city. The school is incorporated under the Regents of the University and is affiliated with the Art Students' League. With a continuance of interest in our schools and actuated by a desire to encourage fuller and better work, she has kindly offered a special scholarship in her school to a graduate of the Academy in 1906. This privilege will probably be extended to graduates in succeeding years. The scholarship gives the full year's tuition, with the consideration that the student shall be a helpful influence in favor of the school under all circumstances. The candidate must show the following points:

1. General good scholarship, character, application and a power to draw.
2. Special aptitude in design, or in teaching ability.
3. Special personal power and adaptability, resolution, loyalty, a power to help others.

I thank the principals and teachers for their co-operation and express to you and to the Board of Education my hearty appreciation of your interest and generous support.

Respectfully submitted,

IDA C. LEROY, Supervisor of Drawing.

Report of Supervisor of Manual Training.

Mr. James M. Crane, Superintendent of Schools:

Dear Sir:—I would respectfully submit the following report of the Manual Training School for the past year.

The Manual Training classes of 1905 re-opened September 12th and numbered 248. They are divided as follows: First year, 91; second year, 82; third year, 42; fourth year, 33.

The work of the students in the several grades during the year was up to the standard. The course of work has not been materially changed except as to details.

The annual exhibit of the work of the school was held in the Manual Training School at the end of the school year. This was largely attended by the citizens, who were favorably impressed by the work done in the school.

The classes coming from the several different schools having increased from ten to fourteen, Mr. William B. Sanxay has been engaged as an assistant to help with the work in the A grammar classes.

The Manual Training School does not teach trades. Its aim is more comprehensive. It lays the foundation for many trades and at the same time recognizes the value of intellectual discipline. It is not assumed that every student who enters the school will be a mechanic. Some will find that they have no taste for manual work and will turn to other pursuits more congenial to them. Others will find that they are fitted for some branch of mechanical work, upon which they will enter when they leave the school. Some who develop both natural skill and strong intellectual powers will work their way up through some of the Polytechnic Institutes of the country into higher branches of professional work. The general result will be an increasing interest in manual pursuits, more skilled workmen and more intelligent mechanics. The conditions for intelligently choosing the vocation which will yield the greatest happiness and

success to the individual will also be an outcome of this department of the public schools of Newburgh.

The equipment of the school is as follows :

The carpentry and joiner room contains twenty-eight benches, providing for a class of twenty-eight boys. Each bench is supplied with a complete set of tools which are in constant use. Others less frequently used are found in cabinets in the adjoining department.

Wood Turning and Carving Room—The equipment of this room consists of sixteen speed lathes with complete sets of tools for each, a carving bench, a cabinet holding sixteen sets of S. J. Adde's carving tools, an eight-horse power General Electric motor, a grindstone, a double end emery wheel and a jig saw.

Mechanical Drawing Department—This is a large well lighted room on the first floor at the north end of the building which has been greatly improved by having a new hard wood floor put down, the side walls wainscotted and a new steel ceiling which has been painted a light green—this has greatly improved the light in this room for drawing. It possesses the necessary drawing tables, boards, Tee squares, triangles, and instruments, appliances for blue printing, twenty individual lockers for holding drawing tools, cabinets for holding forty-five drawings boards, model and complete drawings with all of which it is well stocked.

The front room on the first floor is used as a store room and lumber room. This has been equipped with racks for holding the different kinds of lumber.

On the second floor off the main hall is a room containing the lavatory and closets.

The front room on this floor is used for gluing up and putting together the work of the fourth year and later for varnishing and finishing. Behind this room is the department used for carpentry, wood turning, carving and machine room.

The boys in the A grammar classes, numbering 95, are divided into five classes. They have two and one-half hours each week.

The C Academy boys, numbering 82, are divided into four classes. They have two hours each week.

The B Academy classes, numbering 42, are divided into three classes. They have two hours each week.

The A Academy classes, numbering 33, have two hours each week.

The following is a general synopsis of the different courses, which will be extended as time will allow :

FIRST YEAR—CARPENTRY AND JOINERY,

TWO HOURS PER WEEK.

First Series—Carpentry.

Care and use of tools, learning divisions of two-foot rule, to measure accurately, judge relative sizes and distances by eye from blackboard, and learn name and uses of different tools.

Exercise 1 . . . Planing.

- " 2 . . . Sawing and block planing.
- " 3 . . . Champfering.
- " 4 . . . Planing and rip sawing.
- " 5 . . . Halving.
- " 6 . . . Boring.
- " 7 . . . 8-in. square frame with halved joints.
- " 8 . . . Plain equilateral triangle.
- " 9 . . . Mitre box.
- " 10 . . . Mitred frames.
- " 11 . . . Gaining with chisel and gouges.
- " 12 . . . Review of planing and sawing.
- " 13 . . . Knife box.

Second Series—Joinery.

Exercise 1 . . . Halved lap square joint.

- " 2 . . . Halved lap beveled joint.
- " 3 . . . Halved lap mitred corner joints.
- " 4 . . . Enlarging.
- " 5 . . . Halved dovetail, square.
- " 6 . . . Halved dovetail, oblique.
- " 7 . . . End dovetail, single.
- " 8 . . . End dovetail, several tongues.

Exercise 9... Half blind, dovetail joint.

" 10... Blind mortise.

" 11... Trough mortise.

" 12... Angular mortise.

" 13... Brace mortise.

" 14... Beveled splice.

" 15... Straight splice.

" 16... Application of above exercises in making a small panel door, knife box, foot stool or paper rack, tabouret, medicine chest or blacking box.

SECOND YEAR—CARVING AND TURNING.

TWO HOURS PER WEEK FOR FIVE MONTHS.

Carving—First Series—Engraving.

Exercise 1... Grooving across grain with reiner.

" 2... Grooving with grain with reiner.

" 3... Carved grooves with reiner.

" 4... Semi-circular grooves with reiner.

" 5... Mechanical curves, with parting tool, ornamenting with two gouges.

" 6... Diamond cross grooves, 3-16 reiner center, panel ornamented with gouges.

" 7... Free hand curves with reiner and gouges.

" 8... Tendril with buds and berries, with various gouges, drawn free hand.

Carving—Second Series—Relief Work.

Exercise 1... Plain Greek border, flat chisels and carvers' punches.

" 2... Interlaced Greek border.

" 3... Open basket work.

" 4... Conventional clover leaf, moulded.

" 5... Square panel, quorofolium.

" 6... Square panel, maple leaf.

" 7... Square panel, oak leaf.

" 7... Adaptation of foregoing exercises in carving sprays of vines, etc., on frames and other small pieces.

Turning—Center Work.

- Exercise 1... Plain cylinder with gouges.
" 2... Plain cylinder with chisel.
" 3... Cylinder tapering both ways.
" 4... Canvace cylinder.
" 5... Double steeped cylinder.
" 6... V grooves.
" 7... Beads.
" 8... Hollows.
" 9... Beads, fillets and grooves.
" 10... Convex and concave grooves.
" 11... Round baluster, $1\frac{3}{4}$ inch.
" 12... Carver's mallet.
" 13... Fitting handle to hollow cylinder.

THIRD YEAR—TURNING AND MECHANICAL DRAWING.

TWO HOURS EACH PER WEEK FOR FIVE MONTHS.

Turning—Face Plate Work.

- Exercise 1... Corner block.
" 2... Moulded cap for columns with recess.
" 3... Model of cone pulley, making and using chuck.
" 4... Octagonal ring.
" 5... Round ring.
" 6... Barrel, with cover fitted on.
" 7... Goblet.
" 8... Vase.
" 9... Card receiver.

Mechanical Drawing.

- Exercise 1... Care and name of tools.
" 2... Use of materials, drawing board, paper, T square, triangles, compasses, drawing pen, pencils, scroll scale, ink.

- Exercise 3....Lettering in mechanical italic.
" 4....Cubes.
" 5....Triangular and Hexagonal Prisms.
" 6....Projection of a square pyramid.
" 7....Hollow cylinders.
" 8....Tee pipe drawn to scale 6 in.—1 ft.
" 9....Pulley, drawn to scale 3 in.—1 ft.
" 10....Development of a cylinder.
" 11....Development of a cone.
" 12....Notes on working drawings; 1. Size of sheets; 2. Title, index, etc.; 3. Sketches; 4. Laying out work; 5. Relation of views; 6. Sectioning; 7. Inking; 8. Dimensioning; 9. Tracing; 10. Blue Printing.

FOURTH YEAR.

TWO HOURS EACH PER WEEK.

Extension and application of previous work of the course, in designing, drawing and constructing a piece of cabinet work, to be entirely of student's design and made from full working drawings, and finished complete, including staining, varnishing and polishing.

Respectfully submitted,

ALEX. J. HUTCHINSON.



Report of Sewing Teacher.

EMMA C. COLDEN.

Mr. James M. Crane, Superintendent of Schools:

Sir:—I respectfully submit the following report of the sewing classes under my charge for the year ending June, 1905.

The course in sewing extends over a period of four years, and the last two years, comprising fifth and sixth grade classes, are the ones in my charge.

My time is divided among the schools as follows:

Monday, at South Street School; I teach two sixth grade and two fifth grade classes.

Tuesday, at Liberty Street School; three fifth and two sixth grade classes.

Wednesday, at Grand Street School; two sixth grade and two fifth grade classes.

Thursday, at Washington Street School; two sixth grade and two fifth grade.

Friday, A. M., at South Street School; one sixth grade and one fifth grade class.

Friday, P. M., at West Street School; one fifth grade and one sixth grade class.

This makes a total of twenty-one classes for the ten sessions weekly.

Each class is supposed and should devote one hour weekly to sewing. This, however, is impossible in the Liberty Street School, as I am obliged to teach three fifth grade classes in one morning, thus giving each class about fifty minutes.

The course in sewing is as follows:

The fifth grade pupils learn first to make button-holes and sew

on buttons. Then they learn to gather, stroke the gathers and put bands on in two different ways.

Next a gusset is put in a model, which has been hemmed neatly all around.

The next step is to sew a seam in flannel and catch-stitch it open. Then to baste and catch-stitch the hem.

Next the pupil learns to set in a patch, matching the stripes or figures.

Hem-stitching and feather-stitching are taught in this grade to those pupils who finish the more important work early enough in the year to allow it.

The sixth grade pupils learn first to darn stockings and then dress goods. The darns in dress goods are taught in three different ways, and are a very practical bit of knowledge.

The latter half of the year, the sixth grade pupils are expected to make some simple under garment, which, when finished, is the property of the pupil.

EMMA C. COLDEN,
Teacher of Sewing.



Report of Sewing Teacher.

AGNES TEMPLETON.

To the Superintendent of Public Schools:

I respectfully submit the following report of the sewing classes under my charge:

The regular course in sewing, as taught the girls in our schools, covers a period of four years, beginning with the third grade pupils and ending in the sixth grade.

The classes in the first two years are the ones under my supervision, and are as follows:

GRAND STREET SCHOOL.

Monday from 10:30 and Tuesday afternoon—Five classes; three fourth and two third grade classes.

WASHINGTON STREET SCHOOL.

Wednesday—Four classes. Two fourth and two third grade classes.

SOUTH STREET SCHOOL.

Tuesday a. m. and Thursday—Six classes, Three third and three fourth grade classes.

LIBERTY STREET SCHOOL.

Friday, and one class Monday a. m.—Six classes. Three third and three fourth grade classes.

Last year the South Street School having been enlarged and several new classes formed, it was found necessary to appoint Miss Olive Withers as an assistant in the sewing department.

The following classes were given to her charge:

SOUTH STREET SCHOOL.

Two classes. One third and one fourth grade. Time given, Tuesday afternoon.

WEST STREET SCHOOL.

Four classes. Two fourth and two third grade classes. Time, Wednesday.

Total number of classes, twenty-seven.

Each class receives one hour's instruction a week, with the exception of the third grades at Libert Street School. These receive forty minute lessons, as three classes are taught Friday morning.

Each pupil is given a blank book as soon as she has perfected a lesson and the model is fastened in the book, and a description of the work is written opposite.

These books are used for the whole sewing course, and when completed are the property of the pupils, and as a whole an earnest endeavor is made (on the part of the pupils) to have them present a neat appearance.

The first lessons are: How to measure the length of thread; to thread the needle, and hold it properly, and the position to sit in while sewing.

The work taught in the first year:

FIRST—THE RUNNING STITCH.

A design is drawn on a square of unbleached muslin by the teacher, and the pupil follows this with the running stitch, using red thread. The child's initials are then written on this same model and is also followed with the same stitch.

SECOND—A BASTING LESSON.

The child is taught to baste two pieces of unbleached muslin to-

gether with the even basting stitch, and the uneven basting stitch, the uses for each are explained, and the lines of basting must be straight; the child's eye being her guide in this work. White thread is used on this lesson.

THIRD.

Folding a narrow hem on colored paper.

FOURTH.

Folding a half-inch hem on colored paper and cutting out the square corner.

FIFTH.

Folding a half-inch hem on colored paper and cutting out the mitre corner.

SIXTH.

Cutting the true bias and a bias fold on colored paper.

SEVENTH.

Cutting two gores on colored paper and showing how they fit together to make the fell seam.

NOTE—These lessons on paper are very important, as the child must do all this same work the second year on muslin, and if she forgets, by referring to her book, the subject becomes clear to her mind again.

EIGHTH—OVERHANDING OR TOP SEWING.

In this lesson the child folds and bastes striped calico together (the stripes aid her to turn evenly) and sews it, using the overhanding stitch, white thread being used.

NINTH—OVERHANDING SELVEDGES.

Two selvedges of unbleached muslin are basted together, then overhanded, red thread being used.

This completes the first year's work.

SECOND YEAR'S WORK.

FIRST—HEMMING ON UNBLEACHED MUSLIN.

This first lesson in the second year is a very important one. Folding and basting a half-inch hem straight and learning to hem it neatly. This is done on unbleached muslin and red thread is used, so that the child can see just how each stitch is formed. Two rows of fine running stitches are also sewed on this same model.

SECOND—THE WHITE HEM.

Very narrow hems are folded and hemmed on two sides of an oblong piece of white muslin, then two hems an inch wide are basted carefully and hemmed nicely, white thread being used on the white muslin.

THIRD—SEWING A SEAM AND OVERCASTING.

A piece of unbleached muslin is basted with a straight line of basting, about a quarter of an inch from the edge, and with this basting for a guide, the seam stitch, also known as two runs and a back stitch, is sewed. The edges are then trimmed off and overcasted nicely, red thread being used.

FOURTH—FELLING ON UNBLEACHED MUSLIN.

The child takes a piece of unbleached muslin, folds and cuts two gores, bastes them together as taught and sews the seam with the seam stitch, then the seam is hemmed down evenly, making the felled seam. Red thread is used on this model.

FIFTH—THE WHITE FELL.

The child having learned the method of sewing the felled seam on the unbleached muslin, now makes the same thing on white muslin, sewing it with white thread.

SIXTH—STITCHING AND BACKSTITCHING.

Two rows of basting are run on a piece of unbleached muslin, about an inch apart. Then a row of stitching is sewed under the first line of basting, and under the second line a row of backstitching is sewed. The child thus learns these two kinds of sewing and can see the difference between them, and learn to distinguish one from the other.

This completes the lessons in the second year's work.

In regard to the past year's work, would say that it has been a satisfactory one. The classes doing very good work.

I think better teaching could be given if it were possible to have a room in each school to which the classes could be sent, as is done at the Liberty Street School.

Respectfully submitted,

AGNES TEMPLETON,
Teacher of Sewing.



Report of Truant Officer.

To the Superintendent :

In compliance with your request I make the following report in regard to the enforcement of the compulsory law for the year ending June 30, 1905.

The compulsory law is enforced as effectually as possible, and with no serious opposition on the part of parents or children, except in a few cases of the incorrigible ones. Our aim has been to bring them in our home schools instead of sending them to the truant school but have had to resort to extreme measures in a few instances. In some cases the same ones have been sent to the truant school a second time. The total number sent last year was ten.

Tables and statistics from all parts of the State show a much greater school enrollment according to population than formerly, also a greater average attendance. This is also true of our own city. The few that we send to the truant school acts as a check to a greater number that are in danger of becoming truants. I am pleased to acknowledge the helpful co-operation of the police and Recorder in several instances.

The Thanksgiving donation of clothing and money for shoes have been a great factor in helping to keep a great many in school during the cold and stormy weather of winter. The amount of money contributed last year was \$239.12. The number of pairs of shoes bought was 155 and also 27 pairs of rubbers.

The following is a summary of my work for the year ending June 30, 1905:

NEWBURGH, N. Y., Nov., 1905.

To the Board of Education :

The following is a report of the Attendance Officer's work for the year 1904-5:

Total number of visits made.....	1,352
Total number of cases investigated.....	1,169
Total number of cases re-investigated.....	183
Children kept at home by parents (temporary necessity)....	142

Children kept at home by parents (neglect).....	82
Children kept at home by sickness.....	370
Children kept at home by poverty.....	56
Children transferred from one school to another.....	29
Children withdrawn from school (left the city).....	59
Children withdrawn from school (at work).....	83
Children found to be truants and returned to school.....	218
Children found to be truants and committed to truant school by parents through officer.....	6
Children found to be truants and committed to truant school on complaint of officer.....	4
Children found to be non-attendants and placed in school..	61
Children found employed in compliance with Compulsory Act	8
Children found employed contrary to Compulsory Act and placed in school:.....	19

Respectfully submitted,

C. B. GALATIAN, Attendance Officer.



Report of Director of Music.

Mr. James M. Crane, Superintendent of Public Schools:

My Dear Sir:—The following is presented as the annual report of the Director of Music at the High School for the school year 1904-1905:

Substantially the same work has been done during the year as enumerated in previous reports. The time devoted to singing at the morning assembly is very brief, but it has to suffice for preparation for the five receptions given during the year at Thanksgiving, Lincoln's Birthday, Washington's Birthday, Arbor Day and Flag Day. For several years we have sung at the close of each year selections specially appropriate to that time.

At these receptions the school orchestra has accompanied the singing and rendered two or more selections. From year to year the orchestra is necessarily changed as to its membership by graduation and accessions from the grammar schools, and we frequently lose such instruments as flute, clarinet and cornet and rarely gain them from the grammar schools. The supply of violins is generally sufficient, and as they form the basis of an orchestra, this condition is very satisfactory.

The orchestra did good work during the year, and with the assistance of a few previous members played at the Grammar Commencement and, for the first time in several years, rendered a short programme at the meeting of the Alumni Association.

In this connection allow me to state a fact that was very gratifying to me, as it should be to all citizens of Newburgh.

Some time since there was a statement in the leading Boston musical journal that a school orchestra was organized in that city at a certain date and that it was the *first one* ever organized. The said journal was notified that Newburgh had antedated them by two years, but the correction was never made, for the civic pride of the "Hub" would not permit such a correction.

The prescribed number of lessons was given to those who were

to attend Normal Schools, but as this had to be done after school hours, for obvious reasons there was not an uniform constant attendance, and the results were not what they should have been.

If vocal music were methodically taught in the primary and grammar grades a few hints in regard to the best methods of teaching vocal music would be all that the Normal students would require.

Respectfully submitted,

S. W. HOLDREDGE.



Programme Annual Examinations, 1905,

May 10—First year classes, Primary Department, Liberty Street School.

May 11, 12, 15—First year classes, Primary Department, West Street School.

Second, third, fourth, fifth, sixth and seventh year classes, West Street School. Reading.

May 16—First year classes, Primary Department, South Street School.

May 17—First and second year, classes, Primary Department, Grand Street School.

May 18, 19, 22—All classes, Washington Street School. Reading.

May 23, 24, 25, 26—All classes, except first year, Liberty Street School. Reading.

May 29, 31 and June 1, 2—All except first year classes, South Street School. Reading.

June 5, 6, 7—All except first year classes, Grand Street School. Reading.

June 7—Twelfth year, Academy. Advanced Algebra, Roman History.

June 8—Twelfth year, Academy. Second Year German,, Second Year French, Zoology.

June 9—Eleventh year, Academy. English Literature, Trigonometry, Plane Geometry.

June 12—Eleventh year, Academy. Advanced U. S. History. Cicero, First Year French, First Year German.

June 13—Twelfth year, Academy. Virgil, Homer.

Eleventh year, Academy. Chemistry, Anabasis, Spelling.

June 14.—Eighth year, Grammar Department. History, A. M.
Sixth, seventh and eighth year classes. Music. P. M.

June 15.—Eighth year, Grammar Department. Writing, Spelling, Intellectual Arithmetic.

Seventh year, Grammar Department. Intellectual Arithmetic. A. M.

June 16.—Fourth and fifth year, Primary Department; sixth, seventh and eighth years, Grammar Department. Reproduction.

June 19.—Tenth year, Academic Department. Physics, Spelling, English.

Ninth year, Academic Department. Latin, Botany, Spelling.

Eighth year, Grammar Department. English.

Seventh year, Grammar Department. Geography, Writing, Spelling.

Sixth year, Grammar Department. Geography, Writing, Spelling.

Fifth year, Primary Department. Intellectual Arithmetic, Writing, Spelling.

Fourth year, Primary Department. Physiology, Writing, Spelling.

Third year, Primary Department. Writing, Spelling, Intellectual Arithmetic.

June 20.—Tenth year, Academy. Cæsar, First Year Greek, Civics.

Ninth year, Academy. American Literature, English.

Eighth year, Grammar Department. Arithmetic, Bookkeeping.

Seventh year, Grammar Department. Arithmetic, Physiology.

Sixth year, Grammar Department. Arithmetic, Physiology.

Fifth year, Primary Department. Arithmetic, Physiology.

Fourth year, Primary Department. Geography, Intellectual Arithmetic.

Third year, Primary Department. Arithmetic.

June 21—Tenth year, Academy. Algebra, Arithmetic.

Ninth year, Academy. Algebra.

Eighth year, Grammar Department. Physiology.

Seventh year, Grammar Department. History, English.

Sixth year, Grammar Department. English, Intellectual Arithmetic.

Fifth year, Primary Department. Geography, English.

Fourth year, Primary Department. Arithmetic, English.

June 28—Academy and Grammar School Commencements.



Newburgh Free Academy.

Commencement Exercises.

AT THE ACADEMY OF MUSIC.

Tuesday Evening, June 27, at 8 O'Clock.

"Seize the Opportunity."

ORDER OF EXERCISES.

Overture, "The Lion's Club"—*Emil Isenman*.....Orchestra
 Prayer.....Rev. Thomas H. Baragwanath
 March, "Nubiana"—*Emil Ascher*.....Orchestra
 Singing, "Day is Breaking"—*Mozart*.....Class
 Salutatory.....Gilbert S. Hynes
 Recitation, "Gettin' a Nail Put in the Hoss's Shoe,"

Martha S. McCollam

Essay, "The Wisdom of the Ancients".....Alice Riley
 Waltz, "To Thee Alone"—*Theo Herman*.....Orchestra
 Recitation, "The Singing Leaves".....Alberta Layman
 Oration, "Duty".....Burton S. Colter
 Essay, "The Power of the Ideal".....Marion A. Leach
 Caprice, "Solitude".....Orchestra
 Recitation, "My Financial Career".....William B. Gardner
 Recitation, "A Chariot of Fire".....Gertrude S. Tyler
 Declamation, "Nations and Humanity".....Edward B. Meyer
 Overture, Medley—*Carl Engel*.....Orchestra
 Recitation, "When Jonathan Helped John".....William Anderson
 Recitation, "Alice's Flag".....Helen G. Wells
 Intermezzo, "Tola"—*C. L. Johnson*.....Orchestra

Declamation, "America, World Power".....Alexander Johnston
Class Song.

Valedictory.....Mary C. Harrison

Address to Graduates,

Samuel E. Shipp, President Board of Education

Conferring of Diplomas,

Samuel E. Shipp, President Board of Education

March, "The Savage"—*Frank Thompson*.....Orchestra



Graduates.

CLASSICAL.

Allison, Elizabeth Shand
Baragwanath, John Gordon
Barnekov, Jefferson Kiel
Chisholm, Corydon Stewart

Cohen, Joseph Powitzer
Hynes, Gilbert Stephen
Layman, Alberta
Wells, Helen Greene

SCIENTIFIC.

Chatterton, Wesley Vail
Gale, Florence Madeline
Riley, Alice

Rogers, Margaret Mary
Schultz, Minnie Higginson
Smith, Edith Louise

LATIN-SCIENTIFIC.

Deegan, Alice Winifred
Gillespie, George Edward
Grimley, Emma Parker
Harrison, Mary Cecelia
Hoar, Friend
Johnston, Alexander
Kinney, Frances Helena
Leach, Marion Allwood
Leslie, Alicia Gordon
MacCornal, Hazel Mable Palmer

McCloy, Anna Rose
McCord, James Harold
McCourt, Nora Theresa
McCroskery, Marquis Corwin
Munroe, Mae Gertrude
Pavek, Clara Matilda
Pavek, George Irving
Pickens, Mabel Ellen
Tyler, Gertrude Scovil
Walsh, Mabel Jean

ENGLISH.

Anderson, William Edward
Armour, John Stuart
Brown, Sara Jennie
Colter, Burton Sherwood
Cooney, Lawrence Francis
Gardner, William Burton
Hewitt, Florence
Hulse, Laura Emma
Hunter, Clarence William
Johnson, Ethel Rose

Lamont, Sloan
Mapes, Sidney
Mathews, Kathryn May
McCollam, Martha Stewart
McLean, Henry C.
Meyer, Edward Bogardus
Montfort, Viola Leon
Staples, Nellie Worden
Ward, Anna E.
Woodburn, James Samuel

HONORS.

SALUTATORIAN.....	Gilbert S. Hynes
VALEDICTORY.....	Mary C. Harrison
CLASSICAL.....	Gilbert S. Hynes
LATIN-SCIENTIFIC.....	Mary C. Harrison
SCIENTIFIC.....	Alice Riley
ENGLISH.....	Burton S. Colter
DRAWING.....	Marion A. Leach



. CLASS SONG.

WORDS BY EDITH L. SMITH.

Into the garden where blossoms grow,
 And the flow'rs and the birds sing together,
 All happily singing as softly we go
 In the light of this lovely June weather.

REFRAIN—Sing low, for we're saying Good-bye!
 Whisper it, breathe it sweetly and softly!
 Good-bye, dear school-days, good-bye!

Honored old school in your gentle strength,
 You have kept us and guided us nearer
 To life, where the briars and thorns do no harm
 And the shadows make sunlight the clearer.

Now, ere we part, let us breathe a sigh
 For the school that has cherished us ever;
 May "Naughty-five," with its purple and gold,
 Be fondly remembered forever.

Address to Academy Graduates.

BY PRESIDENT SAMUEL E. SHIPP.

Young Ladies and Gentlemen of the Class of 1905:—This evening's exercises complete your course of study in the public schools, and it is my personal desire and my wish as President of the Board of Education to congratulate you upon your success. The time has seemed long to you, but the hour you have looked forward to so many years has arrived and you are about to receive the reward of your diligence and perseverance. It comes to you as the complete fulfillment of your hopes and desires, and it is a beautiful tribute to your faithful work. The honor is one that no amount of money, influence or power could obtain for you; for had you not possessed the excellent qualities of heart and mind necessary for its attainment, or had you lacked the courage and determination to strive for it, you could never have reached the goal of your ambition. I sincerely trust that the same rules of conduct and character that you have strictly observed in acquiring an education will distinguish you always in your professional business and private lives.

You will find that the discipline of your school days and the lessons in diligence and obedience taught you by intelligent and well trained teachers, the faithful men and women who have been your steadfast friends and constant companions through it all, will aid you greatly in assuming and discharging the higher and more important duties which must come to you as men and women. Do not abuse these privileges and advantages, but make them serve you in becoming useful citizens.

Until now you have worked together, your aims and actions have run in one direction, and you have shared with each other as classmates your little pleasures and disappointments in common, but having laid aside your school books, and with minds fully awakened to the love and usefulness of knowledge your paths henceforth must diverge. A new life lies before you, and as you stand upon the

threshold of this new life trying to penetrate the future and unravel its mysteries, many roads open before you, some of them will entice you with sweet pleasures and false promises; others that look rough and dangerous will deter you, but there is one long, straight and safe road, which with conscience as your guide will never fail to lead you into fair fields wherein may be found true success and happiness. Your own intelligence will tell you which road to take. Your young minds may falter and hesitate at the difficulties and failures which you are sure to encounter, but be not discouraged, you will find that failure is more frequently a blessing than a misfortune. It will show you your weaknesses and shortcomings, which should stir you to greater activity. Many obstacles that look vast and unsurmountable will be easily overcome, and many things that are dark to you will be made plain as you move on and upward along the straight road.

Do not attempt to conciliate conscience or compromise with expediency for the sake of temporary gain of success. Right is right and wrong is wrong. There is no middle road where principle and honor are concerned. Plant your standards of idealism high. Make your lives striking examples of our free and enlightened institutions, for these are the corner stones of our country's greatness and prosperity. The same opportunities and possibilities that await every American boy and girl are yours. Learn that while knowledge is power, that goodness is the crown of all greatness. In the intelligent life there is work great and small for all to do. Some grow great in one thing, but the great majority labor in what is known as the humbler life. Make the most of your lot. Do the work that is assigned you with all your heart and soul, and do it well. The men and women who have left the deepest impression upon the world's history, and who have done the greatest good to mankind have been those who have labored in the humbler sphere. Among the numerous instances of this kind in our own country I will mention one name only, the great and good Lincoln. His whole life was a wonderful exhibition of self-sacrifice for humanity and devotion to principle. One can hardly conceive of the abject poverty, the hopeless darkness and the wretched misery of his boyhood days. Yet his character was such that as a man his deeds and fame will last as long as time itself.

We have been told that our school days are the happiest of our

lives. This is only true in part. All days can be made happy if we try to make them so. Any memory that takes us back and reminds us of the simplicity and innocence of childhood is a pleasant memory.

To the child the whole world is a poem. The winds whisper strange things to him; the sunshine and shadows fall with a more tender beauty; the rippling waters and the splashing rain drops tell him of unutterable things, and the songs of birds come to him with a meaning to us long forgot. These are the dreams and fantasies of the Spring time of life. They are the unfolding buds of early childhood, but the greater and lasting pleasures come to us later when the mind is fully matured; when the blossoms of Spring under the soft and mellow sunlight of Summer ripen into the rich fruitage of Autumn, the harvest time of man's life when the good he has done comes back to him a hundred fold to bless and gladden the days of his declining years. Happiness comes to the man whose mind is able to comprehend and enjoy the beauties of nature which God has given him. It comes with a consciousness of a life well spent and of duty well performed. It sanctifies and consecrates love; it entwines itself around the tender ties of friendship; it diffuses sunshine around the family altar. It comes with a knowledge of books, with the love of art, of poetry and of music. We can make it come to us in a hundred ways. It is always within your reach. Your education will enable you to enjoy it. Cultivate the things that will best produce it, and while none of your lives will be entirely free from the cares and sorrows that are common to humanity, if you make your lives worthy of it I can assure you that you will receive your full share of happiness and success.



Grammar Schools.

Commencement Exercises,

AT THE ACADEMY OF MUSIC,

Tuesday Afternoon, June 27, at 2 O'Clock.

PROGRAMME.

March, "Yankee Grit"—*Halzman*.....Orchestra
 Singing, "Praise of Music".....School
 Recitation, "Love of Country".....August W. Bodenweber
 Recitation, "A Pin".....Elizabeth Arbuckle
 Singing, "Japanese Love Song".....Girls of School
 Recitation, "The New Stenographer".....Mary Potter
 Recitation, "The Birth of the Stars and Stripes"..William V. Tole
 Music, "Sesame"—*R. A. King*.....Orchestra
 Recitation, "Mind Your Business".....John Campbell
 Recitation, "Joe".....Mary M. Fitzpatrick
 Violin Solo, "San Souci".....Preston McMullen
 Recitation, "The Confederate Sergeant".....Frances Ryan
 Singing, "The Spring".....School
 Recitation, "Memories".....Herbert Brundage
 Recitation, "Out of Alexandr' Bay".....Harriet Laura Stoddard
 Solo, "Lullaby," from "Erminie".....Frederick Henry Adams
 Recitation, "The Night After Christmas"...Walter R. Greenwood
 Recitation, "Aunt Doleful's Philosophy".....Helen A. Perkins
 Music, "Evening Star"—*Tobani*.....Orchestra
 Recitation, "The Eclipse of Sapphira".....Helen A. Sands
 Declamation, "Education and Wealth".....Odle Van Scoy
 Singing, "Toyland"—*Herbert*.....School
 Address.....Rev. S. K. Piercy
 Distribution of Certificates of Graduation.

Graduates.

Adams, Frederick H.
Arbuckle, Elizabeth
Arnett, Grace M.
Barns, Natalie C.
Bates, Adelaide K.
Best, Grace
Biggle, Frances D.
Bodenweber, August W.
Boyce, Anna M.
Brooks, Spencer C.
Brown, Elva L.
Brown, Helen
Brundage, Herbert J.
Burger, Anna E.
Burnstine, Esther M.
Cameron, Mary E.
Campbell, John
Carey, Frank
Carey, Merwyn
Carpenter, Lawrence E.
Carpenter, Maud
Casey, Grace
Chatterton, Bryant
Clark, Westervelt
Cleveland, Ernest W.
Cochrane, Cornelia S.
Comfort, Eleanor
Cornish, Joseph
Covert, Leo Francis
Cowley, Elizabeth G.
Cromwell, Frank W.
Cullen, Winifred L.
Cunningham, Margaret
Dempsey, Joseph A.
Denny, Minnie C.
DeWitt, Kathryn A.
Dickerson, L. Belle
Drury, Edsell M.
Elliott, Mildred S.

Marsden, Stewart
Masten, A. Wesley
Masten, Frederick
McAuley, Nettie H.
McCaw, Albert C.
McCaw, Anna M.
McCaw, Harry
McCollam, William
McElrath, James
McErlean, Charles S.
McIntosh, Fanny
McKenzie, Isabelle
McMeekin, William
McMullen, Preston
Mellor, W. Sedgwick
Miller, Hazelton
Moore, Helen I.
Moore, William S.
Moses, Michael
Morrison, Florence L.
Mullen, George P.
Nichols, Stanton G.
Noyes, William S.
Oakley, Cora May
O'Brien, Anna
O'Hare, Mary E.
Perkins, Helen A.
Peterson, Carl L.
Pizarro, John A.
Polye, Sarah Edna
Potter, Mary T. A.
Randall, Arthur H.
Rebscher, Henry E.
Rose, James H.
Ryan, Frances
Sands, Helen A.
Sands, Samuel J.
Sarvis, Frances M.
Savage, Frederica

Ennis, Ruth
Fenwick, Bessie
Fintell, Andrew
Fitzpatrick, Mary M.
Foley, Theresa H.
Goldberg, Rachel
Good, Jennie F.
Graham, Edward S.
Greenwood, Walter
Greer, Mary R.
Gruber, Louise A.
Guthrie, William C.
Halstead, Lillian
Hardenberg, May E. B.
Harris, Grover C.
Harrison, Ellen
Hawks, Viola J.
Headley, Allston
Hoag, Ralph Gilbert
Howell, John Taylor
Huddelson, Ida C.
Hughes, George A.
Kelly, Harold M.
Kenney, Lillian G.
Kerr, Ludlow
Lang, Ethel M.
Limmer, Percival
Linehart, Julius M. R.
Little, Bessie L.
Lockwood, Albert F.
Lockwood, Edward J.
London, Pauline P.
Maharary, Ethel F.

Schaefer, Edith
Scott, Anna Jean
Selke, Albert F.
Shaw, Mildred
Shaw, Sherburne
Sherwood, Llewellyn M.
Smith, Helen F.
Smith, Leonard Ray
Smith, Majorie A.
Smith, Ralph C.
Smith, Warren M.
Staples, Aldrich
Sterling, Edward H.
Stevens, Samuel D.
Stoddard, Harriet L.
Strickland, Effie J.
Tierney, Olla M.
Tole, William V.
Topping, Kenneth
Van Etten, Ethel Julia
Van Scoy, Odle
Vrooman, Marjorie
Walde, DeWitt C.
Ward, David
Watkins, Ethel
Wells, Charles Henry
Westlake, Ralph
Weygant, Mary E.
Whitehill, Albert Edwin
Wilkes, Frank
Wilkin, John Gerow
Williams, Maude
Wood, Lyle



Address to Grammar School Graduates.

BY REV. S. K. PIERCY.

I do not feel constrained to spend much of my time in making a long bow to the honorable Board of Education who are our hosts on this happy occasion or to your genial Superintendent who got me into this fix, or to your faithful teachers who have brought you to this successful graduation, or to your fond parents whose faces beam with pride in you; rather I propose to address myself altogether to you clean-faced boys and you fair-faced girls who graduate here to-day. And I am going to speak to that inner self within each of you, that individual who dwells within your body, that fellow who is even now looking out at me from your eyes. Perhaps he would feel more comfortable, were I to ask him a question. I know you like to have questions to answer, especially when there is a whole list of them on the examination paper. Well this is a question. What is the relation between Sunny Jim and Jim Dumps? I mean it seriously. Are they brothers or cousins, or are they the same person? Ah, the same person. There is within all of us at the same time both a bright-faced, sunny lad and also a sour-looking, disagreeable fellow; now we show one, and now the other. The apostle Paul in the 7th chapter of his epistle to the Romans tells us of a gigantic struggle which is going on continually within us between the good and the evil. Sometimes the good conquers; but, oftentimes it is the evil. I wish all of you would read ere long Stevenson's story entitled "Dr. Jeckyl and Mr. Hyde." Dr. Jeckyl is a kindly-faced, good hearted physician who spends each entire day in doing many deeds of goodness to help the suffering folk in his community, but at night-time he takes a certain powder which changes him into Mr. Hyde, a rough, hard-faced, cruel man who sneaks forth to maim and murder. You see, it is simply the graphic story of the struggle within our hearts between the noble and the ignoble.

Now do you know, there are really three different persons within

each one of us. That may be a surprising statement, but I think you will acknowledge its truth after I have told you their names and what they do.

The first little fellow within us bears the name "I Ought." He will tell us what is right for us to do; when we are entering upon something which is wrong, he will shout loudly "Halt!" and when we have done that which is evil, he it is that makes us feel sorry and ashamed. The grown-up folks call him by another name—"conscience." But this is his common name, "I Ought," though frequently it becomes in moments of warning, "I Ought Not." He is a sort of precious angel from heaven which God has placed in each of us, to speak for Him with that gentle, small voice, to point out duty to us and warn us when we are going wrong. There is still in existence an old, badly-worn copy book, in which our greatly-beloved George Washington practised writing when a boy; and one of the precepts which he wrote over and over again and which impressed itself deeply on his heart was this: "Labor to keep alive in your breast that little spark of celestial fire—conscience." All of you hope to become successful men and women in life. Believe me, I care not what you may undertake to achieve, you will be unsuccessful in whatever you do if you leave out God and disregard the promptings which His little angel within us is ever ready to give.

The second person whom I see within you bears the name "I Can." This fellow is an athlete. He keeps exercising his muscles and is always in good running trim. Our bodies are sacred trusts from God and we should take zealous care of them. But this lad, "I Can," is not merely a physical athlete, he is also a mental giant. He represents our entire ability of whatever sort; our power to do things with both hands and brains; our ability both to chop wood and do sums. For eight years now you have been receiving at school the best of teaching so as to equip you with a fair fund of useful knowledge and to train your minds to think. Already are you thus more advantageously equipped for the duties of life than are many of your fellows. Never be afraid of hard work, of employing in it all the ability you possess, and while you have health and strength, when even duty whispers low "Thou must," be thou the youth to answer pobly "I Can."

But there is still a third individual within us. His name is "I Will." He is a spunky lad. He is not so brawny, oftentimes, as that athlete "I Can," but this smaller fellow will always win out and beat the big fellow because he has more endurance, more pluck, more "heart," as the boys say. All of us are not as strong or as robust as we would like to be, but this spirit of determination and purpose makes up for lack of the other and without this the other is of little worth. This is the spirit, the set jaw and the muttered "I will," which overcomes all difficulties and makes explorers and discoverers and inventors and successful men and women in all the walks of life. When General Grant was a lad, he had occasion to look up the word "can't" in the dictionary, but failed to find it. So he decided there was no such word. It was this indomitable spirit of his which did not know the word "can't," which sent back to Washington from Spottsylvania Court House the message: "I propose to fight it out on this line if it takes all Summer," and it was this spirit which won the victory and ended the awful struggle between North and South. Ability counts for much, but this downright grit counts for more.

But be very careful not to turn "I Will" into the demon of selfishness, "I Want." This is done by failing to keep "I Will" controlled and guided by "I Ought." Make "I Ought" the captain of your ship and let "I Will" be the engineer who keeps a full head of steam on, and then you will ride over the seas of life safely. But if you leave off the captain or disregard his orders, you are certain to make shipwreck. I wish there were time for me to tell you the life story of a man who has become the richest man in the word, and who is withal the most miserable and unhappy, and simply because, though possessed of an unconquerable "I Will," he disregarded the promptings in business life of that noble fellow "I Ought." For long years "I Want" has been his master. Do you not do so. Remember these three, "I Ought," "I Can," and "I Will," and remember the greatest of these are the first and the last.

At this hour the hearts of all who are here come go out unto you, full of love are they toward you, high with hope for you, and weighted with prayers in your behalf. May God safely keep, graciously guide and richly bless you all!

Roll of Honor.

The following pupils in the public schools of Newburgh were present every day during the school year just closed:

FREE ACADEMY.

Pupils who have been neither absent nor tardy during the year 1904-1905:

Frances Kinney (2 years),
Burton Coulter,
Hazel MacCornal,
Clarence Hunter 2 years),
Anna Ward (2 years),
William Anderson,
Florence Gale (2 years),
William Gardner,
Mamie Brown (5 years),
J. Percy Hanford (5 years),
Flora White 2 years),
Harry Jamison (2 years),
Sadie White (6 years),
Theodore Wygant,
Margaret Stewart,
Elsa Shaw,
Florence Florini (2 years),
Martha Crawshaw,
Kathryn Ward,
Marion Shipton,
Elsie Griggs,
Leonard Hermann (2 years),
Della Burton,
William Marvin,
Ethel Barratt,
Stanley Sands (2 years),
Jennie Snyder (2 years),
Thomas White,
Charles Halble,
Theron Smith,
Edna King,

Margaret Dillon,
Altie Wilkin,
Charlotte Ackert,
Margaret Maher,
Marion Hedges,
Daisy Ryan,
Gertrude Woolsey,
Marjorie Brundage,
Lulu Turner,
Blanche Johnson,
Daisy Buckmaster (3 years),
Theofelia Prom,
Earl Coulter,
Violet Solomon,
Floyd Turner (2 years),
Helen Mapes,
John Campbell (2 years),
Katherine McGrath,
Ellsworth Griggs,
Minnie Powers,
John Thompson,
Roy Westervelt,
Pauline Loudon,
William Noyes,
Lottie Aldrich,
Spencer Brooks,
Preston McMullen,
Samuel Sands,
Odle Van Scoy,
Frank Wilkes,
Edna Siener.

WILLIAM H. DOTY, Principal.

WASHINGTON STREET SCHOOL.

Mary Potter,
 Grace Best,
 Francis Biggle,
 Llewellyn Sherwood,
 Anna Young,
 Grover Harris,
 Albert Lockwood,
 Fred Masten,
 James Todd,
 Charles McErlean,
 David Ward.
 John Graham,
 Geo. Jamison,
 William Robinson,
 William Scott,
 William Werner,
 Ethelyn Sloan,
 Eva Dubois,
 Lucy Brewer,
 Mary McCracken,
 Margaret Simpson,
 Stephen Magdzsar,
 Alex. Werner,
 George Hedges,
 Joseph McDonald,
 Samuel Moore,
 William Brown (8 years),
 Lewis Whittaker,
 Charles Wood,
 Frank Hawkins,
 Phebe Young,
 Clara Townsend,

May Armour,
 Jessie Laverty,
 Robert Simpson,
 Clarence Hedges,
 Joseph Ready,
 Abraham Schoonmaker,
 Harry McCurry,
 Roy Sarvis,
 George White,
 Carrie Battiger,
 Whyolia Thorpe,
 Frank Selke,
 Howard Townsend,
 Tony Farina,
 John Hunter,
 Bertha Lamont,
 Robert Lamont,
 Maud Newsome,
 Barbara Battiger,
 Harry Rhodes,
 Louis Potoni,
 Wesley, Bartels,
 Emma Bowman,
 Richard Trees,
 Harold Coutant,
 Richard Scott,
 George Trees,
 George Wright,
 Elmer McCracken,
 Fred Kilchman,
 Kennedy Scott,
 Ellen Moore.

Margaret Cathcart,

WILLIAM H. KELLY, Principal.



GRAND STREET SCHOOL.

The following pupils have been present every day during the school year:

Sedgwick Mellor,
 Jas. Rose,

Clayton Wood,
 Harrison Warren,

Anna Burger,
 May Fitzpatrick,
 May Hardenberg,
 Helen Walsh,
 Lewis Fisher,
 Jennie Farrenkopf,
 Mollie Lozier,
 Gertrude McDowell,
 Ruth Thayer,
 Roberta Smyth,
 Belle Westervelt,
 Lillian Mackey,
 Joseph Fitzpatrick,
 Oliver Smith,
 Mildred Montgomery,
 Augustus Camprubi-Aymar,
 Ralph Cathcart,

William Diehl,
 Edward Carpenter,
 Henry Noyes,
 Ernest Olson,
 William Northrop,
 William Hanaford,
 Pauline Baird,
 Frances McMullen,
 Helen D. Ketcham,
 Fred Yesse,
 Florence Colden,
 Dorothy Hawthorne,
 Emma Yesse,
 Mabel M. Finley,
 John F. Warner,
 Oscar L. Decker,
 William Fullerton.

Elbernon Van Scoy,

CHARLES E. SNYDER, Principal.



WEST STREET SCHOOL.

Names of those who have been present every day during school year ending June 27, 1905:

Fred Mellor (4 years),
 Rosa A. Wakeman (4 years),
 Clara B. Canfield,
 Gertrude Evans (2 years),
 William G. Carter,
 Kitty M. Green (2 years),
 Timothy Kavanaugh (2 years),
 William G. Ross,
 Wardell Acheson,
 Frank Newsome,
 Rhoda Crawshaw (2 years),

Anna Shedlock,
 Amy Tolson,
 Helen S. Taggart,
 Rose Herrmann, (3 years),
 Alice Lupton,
 Reinhold Anderson,
 Peter Van Tienen,
 Dora Davies,
 Harold Holsted,
 Mary Vita (2 years),
 James Hargraves.

A. C. MILLER, Principal.

SOUTH STREET SCHOOL.

Pupils present every day during the school year ending Tuesday,
June 27, 1905:

Edsall M. Drury,
Stuart Marsden,
Eleanor R. Allison,
Mildred S. Elliott,
Helen Powell,
Raymond Greenwood,
Myra Clark,
Henry Fletcher, jr.,
Harry Kinnicut,
Clara Hunter,
Robert Van Buskirk,
Gladys Chesser,
Harold Allen,
Jesse Point,
Barclay Brown,
Thomas Clark,
John McLean,
Ralph G. Hoag,
J. Gerow Wilkin,
Adelaide K. Bates,
Marjorie A. Smith,
Leighton Brundage,
Eva Coursen,

Helen Ernest,
Frank Greenwood,
Henry Fleming,
Mary Stratton,
Bernard Clark,
Edward Gavey,
John McCracken,
Norman Schimmel,
Florence Bayne,
Adele Johnston,
Walter Van Etten,
Edward Herman,
Mary Quinn,
George Wandelt,
Clark Stratton,
Gertrude Repp,
Robert Barnett,
Jennie Muhlemann,
William Gerhardt,
Rosemary Allison,
Maitland Eggleston,
Margaret Stratton,
Steven Rogers,

IRA D. MINARD, Principal.



LIBERTY STREET SCHOOL.

The following named pupils have been present every day during
the past year:

Anna McKeown,
John Laverty,
Florence Best,
Ethel Halstead,
Mabel Pindar,
Helen Robinson,

Bessie Groves,
Mildred Ryan,
Sophie Siener,
Jennie Ketcham,
Mary Doderer,
Michael Deeb,

William Sivertts,
Vincent Hardick,
Bertha Siener,
Herbert Dursch,
Laura Negus,
Scovill Tyler,
Frank Blaney,
Harold Decker,
Robert Laverty,
William McKeown,
Marian Blodgett.

Andrew Todd,
James Douds,
Berthold Laurell,
Vera Halstead,
Nony Corbelly,
Daniel Brown,
Henry Gardner,
Bessie Whitehill,
Edith Manitz,
Thomas Jamison,
Margaret Seiner.

GEORGE E. ATWOOD, Principal.



Officers of the Alumni Association, Newburgh Free Academy.

President Emeritus.....	John W. Doughty
President.....	Alex. W. Coleman
First Vice President.....	Frank W. Tompkins
Second Vice President.....	Mrs. Augustus Senior
Third Vice President.....	A. L. J. Miller
Fourth Vice President.....	Mrs. George H. Merritt
Fifth Vice President.....	N. Deyo Belknap
Recording Secretary.....	Mrs. George E. Trimble
Corresponding Secretary.....	Peter Cantline
Treasurer.....	Hiram Lozier

EXECUTIVE COMMITTEE.

Dr. John Deyo, '73, Chairman.

George Weller,	Miss R. Bell Chapman, '81,
L. W. Y. McCroskery, '76,	Miss Mabel T. Leeper, '00,
Alex. W. Coleman, '98,	Sara W. Snowden, '88,
Le Grand Pellet,	Mrs. Nathan S. Taylor, '74,
	Wm. J. Weygant.

Course of Study.

PRIMARY DEPARTMENT.

FIRST YEAR.

Number Work.....	Combinations, through No. 10.
Reading	Ward's Phonograms.
Reading	Ward's Primer.
Reading	Ward's First Reader, commence
Physiology	Oral, 30 lessons, Pathfinder, No. 1.
Writing	Smith's Primer.
Drawing	Prang's Elementary Art Course 2-3 hour per week.

SECOND YEAR.

Arithmetic	Read and write numbers to 1,000. Combinations to 25, addition and subtraction tables completed.
Fractions in and including tenths, numerator one, original concrete work.	
Writing	Smith's Short Course, Books I and II.
Drawing	Prang's Elementary Art Course, 1½ hours per week.
Reading	Ward's First Reader completed.
Reading	Baldwin's First Reader.
Reading	Ward's Second Reader.
Physiology	Oral, 30 lessons, Pathfinder No. 1.
Spelling	Drill from reading lessons.

THIRD YEAR.

Arithmetic	Atwood's complete graded Arithmetic. Grade III.
Writing	Smith's Short Course, Books III and IV.

Spelling	Harrington's Speller, Part I, pages 21 to 36.
Drawing	Prang's Elementary Art Course, 1 1-3 hours per week.
Reading	Baldwin's Second Reader.
Reading	Ward's Third Reader.
Physiology	First Half Child's Book of Health, (Blaisdell) Oral, 30 lessons.

FOURTH YEAR.

Arithmetic	Atwood's Complete Graded Arith- metic. Grade IV.
Writing	Smith's Intermedial Course, Books 5 and 6.
Spelling	Harrington's Speller, Part I, pages 37 to 56.
Geography	Natural Elementary to page 65.
Language Lessons.....	Hyde's Practical Lessons in Eng- lish, Part I.
Drawing	Prang's Elementary Art Course , Books 1 and 2, 1½ hours per week.
Reading	Baldwin's Third Reader.
Physiology	First Half of Pathfinder, No. 2.

FIFTH YEAR.

Arithmetic	Milne's Elements, pages 138 to 205.
Intellectual Arithmetic.....	Colburn, for drill.
Writing	Smith's Regular Course, Books 3 and 4.
Spelling	Harrington's Speller, Part I, pages 56 to 78.
Geography	Natural Elementary, completed.
Language Lessons.....	Hyde's Practical Lessons in Eng- lish, Part II.

- DrawingPrang's Elementary Art Course,
Books 3 and 4, 1½ hours per
week.
- ReadingBaldwin's Fourth Reader.
- PhysiologyPathfinder No. 2, completed.
- Supplementary Reading in all grades.
- Music in 4th and 5th year, one hour per week—National Second
Music Reader.



GRAMMAR DEPARTMENT.

SIXTH YEAR.

- ArithmeticMilne's Standard, pages 99 to 183.
- Intellectual Arithmetic.....Colburn, for drill.
- WritingSmith's Regular Course, Books 5
and 6.
- SpellingHarrington's Speller, Part II, pages
1 to 31.
- GeographyNatural Advanced to page 93.
- GrammarReed & Kellogg's Graded Lessons
in English to lesson 48.
- DrawingPrang's Elementary Art Course,
Books 5 and 6, 1½ hours per
week.
- Reading.
- PhysiologyFirst Half How to Keep Well,
(Blaisdell).

SEVENTH YEAR.

- ArithmeticMilne's Standard, from pages 183
to 251.
- Intellectual Arithmetic.....Colburn, for drill.
- WritingSmith's Regular Course, book 7.
- SpellingHarrington's Speller, Part II, pages
32 to 60.

History	Montgomery's United States to page 191.
Geography	Natural advanced, complete the book.
Grammar	Reed & Kellogg's Graded Lessons in English, lessons 48 to 82 inclusive.
Drawing	Prang's Elementary Art Course, Books 7 and 8, 1½ hours per week.
Reading.	
Physiology	How to Keep Well, complete. (Blaisdell).

EIGHTH YEAR.

Arithmetic	Milne's Standard, completed.
Intellectual Arithmetic.....	Colburn's, for drill.
Writing	Smith's Regular Course, book 8.
Spelling	Harrington's Speller, Part II, completed.
Bookkeeping	Montgomery's Bookkeeping, single entry.
History	Montgomery's United States and the Constitution of the United States, complete.
Grammar	Graded Lessons in English, complete. Higher Lessons in English.
Grammar	Composition special.
Drawing	Prang's Elementary Art Course, Books 9 and 10, 2 hours per week.
Physiology	Our Wonderful Bodies (Hutchinson).

Music in all grades one hour per week—National Second Music Reader.

Course of Study.

ACADEMIC DEPARTMENT.

ENGLISH COURSE.

NINTH YEAR.

First Term.

Physical Geography,
Algebra,
Advanced Grammar,
American Literature,
Physiology.

Second Term.

Botany,
Algebra,
Advanced Grammar,
American Literature,

TENTH YEAR.

First Term.

Double Entry Bookkeeping or
Grecian History,
Algebra,
Physics,
Rhetoric and Literature.

Second Term.

Civics,
Advanced Arithmetic,
Physics,
Rhetoric and Literature.

ELEVENTH YEAR.

First Term.

English Literature,
English History,
Geometry,
Chemistry.

Second Term.

English Literature,
Advanced U. S. History,
Geometry,
Chemistry.

Manual training and drawing (Prang System) each one-half day a week.

SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

Physical Geography,
Algebra.
Advanced Grammar,
American Literature,
Physiology.

Second Term.

Botany,
Algebra,
Advanced Grammar,
American Literature,

TENTH YEAR.

First Term.

Double Entry Bookkeeping,
Physics,
Algebra,
Rhetoric and Literature.

Second Term.

Civics,
Physics,
Algebra,
Rhetoric and Literature.

ELEVENTH YEAR.

First Term.

French or German,
English History,
Geometry,
Chemistry,
English Literature.

Second Term.

French or German,
Advanced U. S. History,
Geometry,
Chemistry,
English Literature.

TWELFTH YEAR.

First Term.

French or German,
Astronomy,
Grecian History,
Solid Geometry or U. S. History,
English—College Preparatory.

Second Term.

French or German,
Geology,
Advanced Algebra or Zoology,
Roman History,
English—College Preparatory.

Manual training and drawing (Prang System) each one-half day a week during the ninth, tenth and eleventh years.

LATIN-SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

Physiology,
First Year Latin,
Algebra,
Advanced Grammar,
American Literature.

Second Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

Physics,
Algebra,
Cæsar and Latin Prose,
Rhetoric and Literature.

Second Term.

Physics,
Algebra,
Cæsar and Latin Prose,
Rhetoric and Literature or Civics

ELEVENTH YEAR.

First Term.

Cicero and Latin Prose,
Geometry,
French or German,
English Literature.

Second Term.

Cicero and Latin Prose,
Geometry,
French or German,
English Literature.

TWELFTH YEAR.

First Term.

Virgil and Latin Prose,
Grecian History,
French or German,
Solid Geometry or U. S. History,
English—College Preparatory.

Second Term.

Virgil and Latin Prose,
Advanced Algebra or Zoology,
French or German,
Roman History,
English—College Preparatory.

Manual training and drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

CLASSICAL COURSE.

NINTH YEAR.

First Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature,
Physiology.

Second Term.

First Year Latin,
Algebra,
Advanced Grammar,
American Literature.

TENTH YEAR.

First Term.

First Year Greek,
Rhetoric and Literature,
Cæsar and Latin Prose,
Algebra.

Second Term.

First Year Greek,
Rhetoric and Literature,
Cæsar and Latin Prose,
Algebra.

ELEVENTH YEAR.

First Term.

Cicero and Latin Prose,
Anabasis and Greek Prose,
Geometry,
English Literature and Com-
position.

Second Term.

Cicero and Latin Prose,
Anabasis and Greek Prose,
Geometry,
English Literature and Com-
position.

TWELFTH YEAR.

First Term.

French or German,
Virgil and Latin Prose,
Iliad and Greek Prose,
Grecian History,
English—College Preparatory.

Second Term.

French or German,
Virgil and Latin Prose,
Iliad and Greek Prose,
Roman History,
English—College Preparatory.

Manual training and drawing (Prang System) each one-half day a week, during the ninth, tenth and eleventh years.

Classes in Plane Trigonometry formed as required.

Students preparing for admission to Normal School and Teachers' Training Classes are required to take U. S. History in place of Solid Geometry in the Scientific and Latin-Scientific Courses, and Civics in the last half of the tenth year in the Latin-Scientific Course.

COURSE OF STUDY ARRANGED FOR COMPARISON.

ENGLISH		SCIENTIFIC		LATIN SCIENTIFIC		CLASSICAL	
NINTH YEAR First Term Algebra Second Term Ad. Gram. Literature Ph. Geog. Botany Physiology		NINTH YEAR First Term Algebra Second Term Ad. Gram. Literature Ph. Geog. Botany Physiology		NINTH YEAR First Term Algebra Second Term Ad. Gram. Literature Beg. Latin Physiology		NINTH YEAR First Term Algebra Second Term Ad. Gram. Literature Beg. Latin Physiology	
TENTH YEAR Algebra Ad. Arith. English Physics Bookkeeping Civics		TENTH YEAR Algebra English Physics Bookkeeping Civics		TENTH YEAR Algebra Eng. or Civics Physics Caesar		TENTH YEAR English Caesar Beg. Greek Algebra	
ELEVENTH YEAR Geometry Eng. Lit. Chemistry Eng. History Ad U. S. His.		ELEVENTH YEAR Geometry Eng. Lit. Chemistry Eng. History Ad. U. S. Hist. French or Ger. French or Ger.		ELEVENTH YEAR Geometry Eng. Lit. Cicero French or Ger. French or Ger.		ELEVENTH YEAR Geometry Eng. Lit. Cicero Anabasis	
TWELFTH YEAR French or Ger. French or Ger. Grec. Hist. Rom. Hist. Virgil Geology Astronomy Solid Geom. Ad. Alg. or Zool. College Prep. College Prep. (English) (English)		TWELFTH YEAR French or Ger. French or Ger. Grec. Hist. Rom. Hist. Virgil S. Geom. or Ad. Alg. or U. S. Hist. Zool. College Prep. College Prep. (English) (English)		TWELFTH YEAR French or Ger. French or Ger. Virgil Illad Grec. Hist. Rom. Hist. College Prep. College Prep. (English) (English)		TWELFTH YEAR French or Ger. French or Ger. Virgil Illad Grec. Hist. Rom. Hist. College Prep. College Prep. (English) (English)	

Outline of Language Work and Reading in Grades Below the High School.

FIRST GRADE.

Oral composition or reproduction.

The children telling simple stories in their own language, which the teacher has previously told or read to them.

Sentence Writing.

First—Copy sentences from the blackboard.

Second—Write sentences from dictation.

Learn the use of capitals, the period and interrogation point.

SECOND GRADE.

Oral composition. Material for oral composition furnished by the teacher or from the children's readers.

Continue writing sentences as in first grade and have children make up sentences from familiar objects.

THIRD GRADE.

Oral composition daily.

Question the children about everything in the reading lesson to aid them in getting the thought and to create interest.

Have them write short simple stories which they have previously given orally.

FOURTH GRADE.

Question the children carefully about everything they read.

Oral composition. Follow Hyde's Practical Lessons in English, Part I, for the work in composition.

FIFTH GRADE.

Continue same plan with reading and oral composition as in the lower grades, but do more written work.

Use Hyde's Practical Lessons in English, Part 2, not giving much attention to technical grammar, but rather to composition work.

SIXTH, SEVENTH AND EIGHTH GRADES.

Continue same plan with reading. Material for composition work, both oral and written, can be taken from the reading and from subject studied in the grades, e. g., Geography, History, Physiology, using topical method of recitation.

Reed & Kellogg's Lessons in English in the sixth and seventh grades. Higher Lessons in English in the eighth grade.

Written work in composition or letter writing once a week.

In all grades require children to memorize poems and prose selections suitable to grade.

Selections to be memorized.

FIRST GRADE.

The bee and the flower.

Daisies.

Snow Flakes.

Wynken, Blynken and Nod.....Eugene Field

The Lost Doll.....Charles Kingsley

SECOND GRADE.

My Shadow.....R. L. Stevenson

What the Wind Says.....Eugene Field

The Brown Thrush.....Lucy Larcom

A Visit from St. Nicholas.....C. C. Moore

Little Boy Blue.....Eugene Field

Seven Times One.....Jean Ingelow

THIRD GRADE.

The Song of the Elves.....Louisa M. Alcott

The Land of the Story Books.

The Land of Nod.....R. L. Stevenson

Mountain and the Squirrel.....Emerson

Hiawatha's Children.....Longfellow

Robert of Lincoln.....Bryant

FOURTH GRADE.

The Village Blacksmith.....	Longfellow
October's Bright Blue Weather.....	H. H. Jackson
The Spider and the Fly.....	Mary Howitt
The Robin's Advice.....	Sarah O. Jewitt
Fields for Labor.....	

FIFTH GRADE.

First Snow Fall.....	Lowell
Landing of the Pilgrims.....	Mrs. Hemans
America.....	
Seven Times Four.....	Jean Ingelow
The Children's Hour.....	Longfellow
The Divine Lullaby.....	Field

SIXTH GRADE.

Planting of the Apple Tree.....	W. C. Bryant
Gettysburg Address.....	A. Lincoln
The Brook.....	Tennyson
Driving Home the Cows.....	Kate P. Osgood
Fiftieth Birthday of Agassiz.....	Longfellow
The Barefoot Boy.....	J. G. Whittier

SEVENTH GRADE.

Nobility.....	Alice Carey
Old Ironsides.....	O. W. Holmes
Paul Revere's Ride.....	Longfellow
Star-Spangled Banner.....	Key
Battle Hymn of the Republic.....	Julia Ward Howe
Liberty and Union.....	Webster

EIGHTH GRADE.

Love of Country.....	Scott
American Flag.....	Drake
The Psalm of Life.....	Longfellow
Abou Ben Adhem.....	Leigh Hunt
The Builders.....	Longfellow
Wolsey's Farewell Address to Cromwell.....	Shakespeare

Supplementary Reading.

11TH AND 12TH YEARS.

BOOKS READ.

<p>Rime of the Ancient Mariner, Twelfth Night, Tale of Two Cities, Hamlet, Talisman, Vicar of Wakefield, Pope's Ilaid, Christmas Carol, Skylark and Adonis, The Eve of St. Agnes, The Cotter's Saturday Night, The Princess, L'Allergo and Il'Penseroso.</p>	<p>Comus and Lycidas, Burke on Conciliation, Prisoner of Chillon, Cricket on the Hearth, Merchant of Venice, Silas Marner, Lord Clive, The DeCoverly Papers, Essay on Addison, Essay on Milton, Macbeth, Essay on Burns.</p>
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TENTH YEAR.

<p>The Vision of Sir Launfal, Julius Cæsar,</p>	<p>Ivanhoe, Twice Told Tales.</p>
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NINTH YEAR.

<p>The Sketch Book, The Alhambra, Lady of the Lake,</p>	<p>Last of the Mohicans, Whittier Leaflet,</p>
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EIGHTH YEAR.

<p>Tanglewood Tales, Story of Troy, The Young American, A Hunting of the Deer,</p>	<p>The Spy, Evangeline, Burroughs' Birds and Bees, Story of the Empire State.</p>
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SEVENTH YEAR.

Christmas,	Story of the Thirteen Colonies,
Cricket on the Hearth,	Story of Greece,
True Stories from New Eng-	Carpenter's Asia and Europe,
land History.	Cyr's Reader, 5th Book.

SIXTH YEAR.

Indians of New England.
 Wonder Books, Parts I and II.....Hawthorne
 Carpenter's North America and South America.

FIFTH YEAR.

Cyr's Reader, 4th Book.
 American History Stories, Vol. I-IV.....Maria L. Pratt
 Leaves from Nature's Story Book, Vol. II.....Mrs. M. A. B. Kelly
 Stories of American Life and Adventure.....Eggleston
 Seaside and Wayside, Vol. III.....Julia McNair Wright
 Old Stories of the East.....Baldwin

FOURTH YEAR.

Cyr's Reader, 3rd Book.
 Stories of Great Americans for Little Americans.....Eggleston
 Grimm's Tales.
 Leaves from Nature's Story Book, Vol. I.....Mrs. M. A. B. Kelly
 Round the Year in Myth and Song.....Florence Holbrook
 Round the World, Book III.....Carroll

THIRD YEAR.

Cyr's Reader, 2d Book.
 Stories of Colonial Children.....Maria L. Pratt
 Fables and Folk Stories.....Scudder
 Seaside and Wayside, Vol. I.....Julia McNair Wright
 Child Life, 3rd Reader.....Blaisdell
 Round the World, Book II.....Carroll

SECOND YEAR.

Stories for Children.....Mrs. Lane
Bow-Wow and Mew-Mew.
Wake Robin Series, Vol. I.
Aesop's Fables, I and II.
Graded Literature, Reader No. 2.
Round the World, Book I.....Carroll



Text Books Used in the Public Schools.

FIRST GRADE.

Arithmetic.....Wentworth & Reed.
Physiology..... Child's Health Primer.
Reading.....Ward's Primer.
 ".....Ward's First Reader.
 ".....Baldwin's First Reader.
Writing.....Smith's Primer.

SECOND GRADE.

Arithmetic.....Wentworth's Primary.
Drawing..... Prang's Manual.
Physiology..... Pathfinder No. 1.
Reading.....Baldwin's First Reader.
 ".....Ward's First Reader.
 ".....Ward's Second Reader.
 ".....Stories for Children.
 ".....Wake Robin Series, Vol. I.
 ".....Bow-Wow and Mew-Mew.
 ".....Aesop's Fables, 112.
Writing.....Smith's Short Course, Nos. 1 and 2.

THIRD GRADE.

Arithmetic.....Atwood's complete Graded Arithmetic, Grade III.
Drawing..... Prang's Manual.
Physiology..... The Child's Book of Health.
Reading.....Baldwin's Second Reader.
 ".....Ward's Third Reader.
 ".....Stories of Colonial Children.
 ".....Fables and Folk Stories, Scudder.
 ".....Seaside and Wayside, Vol. I.
Spelling.....Harrington's Speller, Part I.
Writing.....Smith's Short Course, Nos. 3 and 4.

FOURTH GRADE.

- Arithmetic.....Atwood's complete Graded Arithmetic, Grade IV.
 Drawing..... Prang's Nos. 1 and 2.
 Geography.....Natural Elementary, Redway & Hinman.
 Language..... Hyde's Lessons in English.
 Music Reader.... National No. 2.
 Physiology..... Pathfinder No. 2.
 Reading.....Baldwin's Third Reader.
 ".....Stories of Great Americans for Little Americans.
 ".....Grimm's Tales.
 ".....Leaves from Nature's Story Book, Vol. II.
 ".....Round the Year in Myth and Song.
 Spelling.....Harrington's, Part First.
 Writing.....Smith's Intermedial Course, Nos. 5 and 6.

FIFTH GRADE.

- Arithmetic.....Milne's Elements.
 Arithmetic.....Colburn's Intellectual.
 Drawing..... Prang's Nos. 3 and 4.
 Dictionary.....Webster's Primary.
 Language.....Natural Elementary, Redway & Hinman.
 Geography..... Hyde's Lessons in English.
 Music Reader....National No. 2.
 Physiology..... Pathfinder No. 2.
 Reading.....Baldwin's Fourth Reader.
 ".....American History Stories, Vols. I-IV.
 ".....Leaves from Nature's Story Book, Vol. II.
 ".....Stories of American Life and Adventures.
 ".....Seaside and Wayside, Vol. III.
 Spelling.....Harrington's, Part First.
 Writing.....Smith's Regular Course, Nos. 3 and 4.

SIXTH GRADE.

- Arithmetic.....Milne's Standard.
 Arithmetic.....Colburn's Intellectual.
 Drawing..... Prang's Nos. 5 and 6.
 Dictionary.....Webster's Common School.

Geography.....Natural Advanced, Redway & Hinman.
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 Music Reader.....National No. 2.
 Physiology.....Blaisdell's "How to Keep Well."
 Reading.....Hawthorne's Wonder Book, Parts I and II.
 ".....Burton's Historical Reader.
 ".....Old Stories of the East.
 ".....Story of the Indians of New England.
 Spelling.....Harrington's, Part Second.
 Writing.....Smith's Regular Course, Nos. 5 and 6.

SEVENTH GRADE.

Arithmetic.....Milne's Standard.
 Arithmetic.....Colburn's Intellectual.
 Dictionary.....Webster's Common School.
 Drawing.....Prang's Nos. 7 and 8.
 Geography.....Natural Advanced.
 Grammar.....Reed & Kellogg's Graded Lessons in English.
 History.....Montgomery's United States.
 Music Reader.....National No. 2.
 Physiology.....Blaisdell's "How to Keep Well."
 Reading.....Dickens' Christmas Carol and Cricket on the
 Hearth.
 ".....Story of Greece.
 ".....Story of the Thirteen Colonies.
 ".....Grandfather's Chair.
 Spelling.....Harrington's, Part II.
 Writing.....Smith's Regular Course, Book 7.

EIGHTH GRADE.

Arithmetic.....Milne's Standard.
 Arithmetic.....Colburn's Intellectual.
 Bookkeeping.....Montgomery's Single Entry.
 Dictionary.....Webster's Common School.
 Drawing.....Prang's, Nos. 9 and 10.
 Grammar.....Reed & Kellogg's Graded Lessons in English.
 ".....Reed & Kellogg's Higher Lessons in English.

History.....	Montgomery's American.
Music Reader.....	National No. 2.
Physiology.....	Hutchinson's, Our Wonderful Bodies.
Reading.....	Judson's, "The Young American."
".....	The Spy.
".....	The Hunting of the Deer.
".....	Evangeline.
".....	Life of Nelson.
".....	Hawthorne's Tanglewood Tales.
".....	Clark's "Story of Troy."
".....	Burroughs' Birds and Bees.
Spelling.....	Harrington's Spelling Book.
Writing.....	Smith's Regular Course, Book 8.

NINTH GRADE.

FIRST ACADEMIC YEAR.

Algebra.....	Wentworth's New School.
Geography.....	Houston's New Physical.
Grammar.....	Reed & Kellogg's Higher Lessons in English.
Latin.....	Collar & Daniels' First Latin Book.
Literature.....	Matthews' Introduction to American Literature.
".....	Last of the Mohicans.
".....	Irving's Sketch Book.
".....	Irving's Alhambra.
".....	Lady of the Lake.
".....	Whittier's Leaflet, Ulysses Among the Phœacians
Physiology.....	Hutchinson's Physiology and Hygiene.
Vocal Music.....	Riverside Song Book; Academy Song Book.
Botany.....	Bergen's Elements of Botany.

TENTH GRADE.

SECOND ACADEMIC YEAR.

Algebra.....	Wentworth's New School.
Bookkeeping.....	Williams & Roger's New Introduction.
Greek.....	White's First Greek Book.
Latin.....	Harper & Tolman's Cæsar.

Latin.....	Allen & Greenough's Latin Grammar Revised.
Latin.....	Bennett's Latin Composition.
Civics.....	Young's Government Class Book.
Literature.....	Matthews' Introduction to American Literature.
“	Julius Cæsar.
“	Lowell's Vision of Sir Launfal.
“	Ivanhoe.
“	Bryant Selections.
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Physics.....	Gage's Introduction to Physical Science.
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Rhetoric.....	Scott & Denny's Composition Rhetoric.
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Vocal Music.....	Riverside Song Book; Academy Song Book.

ELEVENTH GRADE.

THIRD ACADEMIC YEAR.

Chemistry.....	William's Chemistry.
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" 	" The Talisman."
" 	" Vicar of Wakefield."
" 	" Merchant of Venice."
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TWELFTH GRADE.

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Algebra.....	Well's Higher.
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North American Review, The
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TEACHERS.

Grade.

8	Anna P. Hasbrouck.....	\$ 450
7	Kate A. Flanagan.....	500
6	Mary F. Van Wyck.....	450
6	Caroline Millspaugh.....	450
5	Eliza W. Kidd.....	450
5	Mary E. Wilson.....	450
4	Annie Clark.....	450
4	Sara K. Bannon.....	450
3	Anna M. Barnes.....	500
3	Mary E. Garvey.....	450
2	Mabelle C. Bond, Ph. B.....	450
2	Agnes McCullough.....	450
2	Almira Seaman.....	450
1	Jennie W. Boyd.....	450
1	Eva G. Penney.....	450
1	Alberta Ames.....	450
		\$ 8,600

 GRAND STREET SCHOOL.

Organized in 1829; building erected in 1872; location, Grand Street, S. W. corner Campbell.

Principal, CHARLES E. SNYDER, LL. B., \$1,300.

 TEACHERS.

Grade.

8	*Clara L. Shaffer, Asst (**Margaret J. Fawcett)	\$ 450
7	Emma C. Barnes	500
7	Emma Everitt	500
6	Grace A. Minty	450
6	Effie L. McConnell	450
5	Mary A. Smith	900
5	Harriet A. Van Duzer	450
4	Gertrude Van Cleft	450
4	Helen G. Montfort	450
4	Carrie B. Ronk	450
3	Margaret J. Fowler	450
3	Olive R. Cronin	450
2	Isabella H. Dougherty	450
2	Alberta Van Cleft	450
1	Jessie L. Vincent	450
1	Sarah W. Snowdon	450
		<hr/> \$ 9,050

*Resigned August 28, 1905.

**Transferred from South Street School Sept., 1905.

SOUTH STREET SCHOOL.

Organized in 1867; building enlarged 1902-03; location, South Street, S. E. corner Johnston Street.

Principal, { M. H. DUSINBURY to June 30, 1905, { \$1,300.
 { IRA D. MINARD, from Sept. 1, 1905, {

Grade.

TEACHERS.

8	Annie E. Bayles.....	\$ 600
7	Mary E. Delancy....	500
7	Elizabeth Totten.....	500
6	Lillie A. Brundage.....	450
6	Jean C. Hamilton.....	450
6	Mary B. McCullough....	450
5	Alice H. McConnell.....	450
5	Martha G. Henderson.....	450
5	*Margaret Fawcett (Mabel T. Leeper)	450
4	**Anna F. Wells.....	440
4	Anna E. Flanagan.....	450
4	Anna I. Ryan.....	450
4	***Jennie McGiffert	450
3	Lilly I. Van Wyck.....	500
3	Ella A. Chadborn.....	450
3	Emma F. Wells.....	450
3	Lucia C. Twiname	450
2	Alice Booth.	450
2	Jennie M. Wells.....	450
2	Elizabeth M. Cotten.....	450
1	****Sarah M. Clark.....	450
1	Harriet M. Peck....	450
1	Janet M. Barr.....	450
1	*****Estelle Hunter (*****Helen R. Hunter). .	450
		\$ 11,950

*Transferred to Grand Street School Sept., 1905.

**Appointed Sept., 1905.

***Appointed Sept., 1905.

****Resigned August 25, 1905.

*****Resigned July, 1905.

*****Transferred from Liberty Street School Sept., 1905.

WEST STREET SCHOOL.

Organized in 1868; building enlarged in 1892-3; location, West Street, near First.

Principal, AGNES C. MILLER. \$900.

TEACHERS.

Grade.

7	Ida R. Henderson.....	\$ 450
6	Ada M. Meginn.....	450
5	Mary Caldwell.....	450
5	***S. Frances Kimball.....	450
4	Florence E. Beakes.....	450
4	*Nellie E. Revill (****Loretta Theall).....	450
3	I. Jeannette Sloan.....	450
3	Edith I. Grimley.....	450
2	Eliza W. Hannan.....	450
2	**Elizabeth L. Gordon.....	500
1	Nellie M. Bennett.....	450
1	Emily V. Haight.....	450
		\$ 6,350

*Resigned August, 1905.

**Resigned August, 1905.

***Appointed Sept., 1905.

****Appointed Sept., 1905.

WEST STREET SCHOOL.

Organized in 1868; building enlarged in 1892-3; location, West Street, near First.

Principal, AGNES C. MILLER. \$900.

TEACHERS.

Grade.

7	Ida R. Henderson.....	\$ 450
6	Ada M. Meginn.....	450
5	Mary Caldwell.....	450
5	***S. Frances Kimball.....	450
4	Florence E. Beakes.....	450
4	*Nellie E. Revill (****Loretta Theall).....	450
3	I. Jeannette Sloan.....	450
3	Edith I. Grimley.....	450
2	Eliza W. Hannan.....	450
2	**Elizabeth L. Gordon.....	500
1	Nellie M. Bennett.....	450
1	Emily V. Haight.....	450
		\$ 6,350

*Resigned August, 1905.

**Resigned August, 1905.

***Appointed Sept., 1905.

****Appointed Sept., 1905.

LIBERTY STREET SCHOOL.

Organized 1892; location, Liberty Street, N. W. corner Renwick Street.

Principal, GEORGE E. ATWOOD. \$1,300.

Grade.	TEACHERS.	
7	Helen G. Ruttenber, Asst.....	\$ 500
7	Clara E. Delancy.....	500
6	Emma R. Weed.....	450
6	*Annie M. Wiltsie (**Mabel Daniher).....	500
5	Lillie H. Fowler.....	450
5	Anna G. Egan.....	450
5	Margaret M. Malloy.....	450
4	Josephine Jensen.....	450
4	Margaret M. Shaw, Pd. B.....	450
4	Maude I. Winans.....	450
3	Fannie R. Laib.....	450
3	Abbie L. Colden.....	450
3	Ethen L. Harris.....	450
2	***M. Edith Avery.....	450
2	Harriett J. Fowler.....	450
1	Jessie Holland.....	450
1	****Helen R. Hunter.....	450
1	Frances A. Ritchie.....	450
1	Grace L. Smiley.....	450
1	*****Elizabeth Delaney.....	450
		<hr/> \$ 10,940

*Resigned April, 1905.

**Appointed April, 1905.

***Appointed Sept., 1905.

****Transferred to South Street School Sept., 1905.

*****Appointed Sept., 1905.

NEWBURGH FREE ACADEMY.

Table Showing the Attendance, etc., for the School Year Ending June 22, 1905.

TEACHERS	Grade	Attendance			No. in Attendance			Av. Att'nce		Av. Age		No. to Grade.	Single Desks.	No. Absences.	Number Tardy	No. Truants.	Teachers		Days Attendance	School Days									
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls						Absent	Tardy											
William H. Doty ..	12	27	37	64	24	20	31	27	55.47	23	09	30	57	16	95	17	97	64	46	288	22	0	0	4 1/2	5	188 1/2	189		
Dora M. Townsend, ..	11	31	20	51	29	15	18	82	47	97	28	33	18	22	16	77	16	74	51	45	402	10	1	2	0	0	189	189	
Anna Jewell ..	11	31	20	51	29	15	18	82	47	97	28	33	18	22	16	77	16	74	51	45	402	10	1	2	0	0	189	189	
Hamlet P. Collins, ..	10	21	20	41	18	85	19	22	38	07	17	89	18	46	15	76	15	45	41	46	324	52	2	3	2	9	187	189	
Cornelius W. Lockwood ..	10	17	16	33	15	00	14	00	29	00	14	04	13	03	16	02	15	08	33	48	165	8	0	0	2 1/2	0	186 1/2	189	
Elsie B. Scott, ..	11	7	9	16	6	43	6	74	13	17	5	81	6	08	18	07	18	23	16	119	8	0	0	0	1	6	188	189	
" ..	10	17	16	33	15	30	10	53	25	83	14	01	9	68	16	92	16	27	33	46	192	40	2	15	0	2 1/2	1	186 1/2	189
R. Bell Chapman ..	9	13	27	40	15	00	27	00	40	00	10	70	24	20	15	90	16	00	42	46	215	11	0	0	2 1/2	3	165 1/2	189	
Anna M. Tole, ..	9	14	29	43	11	25	26	42	37	67	10	79	26	10	15	42	13	62	43	45	235	18	0	0	2 1/2	3	189	189	
Jane A. Carmichael ..	9	19	34	53	12	45	27	37	39	82	14	70	26	52	15	06	16	00	53	50	174	6	0	0	0	1	189	189	
Jennie Marvel ..	9	23	27	50	21	57	21	47	43	04	21	04	20	66	15	50	15	89	50	47	263	16	0	0	0	1	189	189	
David C. Scott, ..																									8	15	181	189	
Ida C. LeRoy ..																									9	1	180	189	
Alexander J. Hutchison ..																									1 1/2	0	187 1/2	189	
Katherine Lozier ..																									4 1/2	3	184 1/2	189	
Marietta Shaw ..																									0	3	189	189	
Alice R. Hitchcock, ..	8	25	18	43	22	67	16	47	39	14	22	07	16	36	14	33	14	55	43	48	295	21	0	0	1	6	188	189	
Elizabeth Sheridan, ..	8	23	15	38	18	00	12	00	30	00	18	88	12	63	14	01	13	06	38	49	281	13	1	2	0	0	189	189	

LIBERTY STREET SCHOOL.

Organized 1892; location, Liberty Street, N. W. corner Renwick Street.

Principal, GEORGE E. ATWOOD. \$1,300.

Grade.	TEACHERS.	
7	Helen G. Rutenber, Asst.....	\$ 500
7	Clara E. Delancy.....	500
6	Emma R. Weed.....	450
6	*Annie M. Wiltsie (**Mabel Daniher).....	500
5	Lillie H. Fowler.....	450
5	Anna G. Egan.....	450
5	Margaret M. Malloy.....	450
4	Josephine Jensen.....	450
4	Margaret M. Shaw, Pd. B.....	450
4	Maude I. Winans.....	450
3	Fannie R. Laib.....	450
3	Abbie L. Colden.....	450
3	Ethen L. Harris.....	450
2	***M. Edith Avery.....	450
2	Harriett J. Fowler.....	450
1	Jessie Holland.....	450
1	****Helen R. Hunter.....	450
1	Frances A. Ritchie.....	450
1	Grace L. Smiley.....	450
1	*****Elizabeth Delaney.....	450
		<hr/> \$ 10,940

*Resigned April, 1905.

**Appointed April, 1905.

***Appointed Sept., 1905.

****Transferred to South Street School Sept., 1905.

*****Appointed Sept., 1905.

Table Showing the Attendance, etc., for the School Year Ending June 22, 1905.

TEACHERS

LIBERTY STREET SCHOOL.

Organized 1892; location, Liberty Street, N. W. corner Renwick Street.

Principal, GEORGE E. ATWOOD. \$1,300.

Grade.	TEACHERS.	
7	Helen G. Rutenber, Asst.....	\$ 500
7	Clara E. Delancy.....	500
6	Emma R. Weed.....	450
6	*Annie M. Wiltsie (**Mabel Daniher).....	500
5	Lillie H. Fowler.....	450
5	Anna G. Egan.....	450
5	Margaret M. Malloy.....	450
4	Josephine Jensen.....	450
4	Margaret M. Shaw, Pd. B.....	450
4	Maude I. Winans.....	450
3	Fannie R. Laib.....	450
3	Abbie L. Colden.....	450
3	Ethen L. Harris.....	450
2	***M. Edith Avery.....	450
2	Harriett J. Fowler.....	450
1	Jessie Holland.....	450
1	****Helen R. Hunter.....	450
1	Frances A. Ritchie.....	450
1	Grace L. Smiley.....	450
1	*****Elizabeth Delaney.....	450
		<hr/> \$ 10,940

*Resigned April, 1905.

**Appointed April, 1905.

***Appointed Sept., 1905.

****Transferred to South Street School Sept., 1905.

*****Appointed Sept., 1905.

NEWBURGH FREE ACADEMY.

Table Showing the Attendance, etc., for the School Year Ending June 22, 1905.

TEACHERS	Grade	Attendance			No. in Attendance			Av. Att'nce		Av. Age		No. to Grade.	Single Desks.	No. Absences.	Number Tardy	No. Truants	No. Truancies.	Teacher's		Days Attendance	School Days				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Absent	Tardy														
William H. Doty ..	12	27	37	64	24	20	31.27	55.47	23	09	30.57	16	95	17	97	64	46	288	22	0	4	188 1/2	189		
Dora M. Townsend.....	11	31	20	51	29	15	18.82	47.97	28	33	18.22	16	77	16	74	51	45	402	10	1	5	184 1/2	189		
Anna Jewell	11	31	20	51	29	15	18.85	19.22	38.07	17	89	18.46	15	76	15	45	41	46	324	52	2	0	189	189	
Hamlet P. Collins.....	10	21	20	41	18	85	19	22	38.07	17	89	18.46	15	76	15	45	41	46	324	52	2	3	9	187	189
Cornelius W. Lockwood.	10	17	16	33	15	00	14.00	29.00	14.04	13.03	13.03	16.02	15.08	33	48	165	8	0	2 1/2	0	2 1/2	0	186 1/2	189	
Elsie B. Scott.....	11	7	9	16	6	43	6.74	13.17	5	81	6.08	18	07	18	23	16	119	8	0	1	6	188	189		
"	10	17	16	33	15	30	10.53	25.83	14.01	9.68	16.92	16	92	16	27	33	46	192	40	2	15	1	188	189	
R. Bell Chapman	9	13	27	40	15	00	27.00	40.00	10.70	24	20	15	90	16	00	42	46	215	11	0	2 1/2	1	186 1/2	189	
Anna M. Tole.....	9	14	29	43	11	25	26.42	37.67	10.79	26.10	15.42	13.62	43	45	235	18	0	23 1/2	3	0	3	165 1/2	189		
Jane A. Carmichael ..	9	19	34	53	12	45	27.37	39.82	14.70	26.52	15.05	16.00	53	50	174	6	0	0	0	0	0	189	189		
Jennie Marvel	9	23	27	50	21	57	21.47	43.04	21.04	20.66	15.50	15.89	50	47	263	16	0	0	0	0	8	189	189		
David C. Scott.....	9	23	27	50	21	57	21.47	43.04	21.04	20.66	15.50	15.89	50	47	263	16	0	0	0	0	8	181	189		
Ida C. LeRoy	9	23	27	50	21	57	21.47	43.04	21.04	20.66	15.50	15.89	50	47	263	16	0	0	0	0	8	181	189		
Alexander J. Hutchison ..	9	23	27	50	21	57	21.47	43.04	21.04	20.66	15.50	15.89	50	47	263	16	0	0	0	0	8	180	189		
Katherine Lozier.....	9	23	27	50	21	57	21.47	43.04	21.04	20.66	15.50	15.89	50	47	263	16	0	0	0	0	8	180	189		
Marietta Shaw	9	23	27	50	21	57	21.47	43.04	21.04	20.66	15.50	15.89	50	47	263	16	0	0	0	0	8	187 1/2	189		
Alice R. Hitchcock.....	8	25	18	43	22	67	16.47	39.14	22.07	16.36	14.33	14	33	14	55	43	48	295	21	0	1	6	188	189	
Elizabeth Sheridan.....	8	23	15	38	18	00	12.00	30.00	18.88	12.63	14.01	13	06	38	49	281	13	1	2	0	0	0	189	189	

LIBERTY STREET SCHOOL.

Organized 1892; location, Liberty Street, N. W. corner Renwick Street.

Principal, GEORGE E. ATWOOD. \$1,300.

Grade.	TEACHERS.	
7	Helen G. Ruttenber, Asst.....	\$ 500
7	Clara E. Delancy.....	500
6	Emma R. Weed.....	450
6	*Annie M. Wiltsie (**Mabel Daniher).....	500
5	Lillie H. Fowler.....	450
5	Anna G. Egan.....	450
5	Margaret M. Malloy.....	450
4	Josephine Jensen.....	450
4	Margaret M. Shaw, Pd. B.....	450
4	Maude I. Winans.....	450
3	Fannie R. Laib.....	450
3	Abbie L. Colden.....	450
3	Ethen L. Harris.....	450
2	***M. Edith Avery.....	450
2	Harriett J. Fowler.....	450
1	Jessie Holland.....	450
1	****Helen R. Hunter.....	450
1	Frances A. Ritchie.....	450
1	Grace L. Smiley.....	450
1	*****Elizabeth Delaney.....	450
		<hr/> \$ 10,940

*Resigned April, 1905.

**Appointed April, 1905.

***Appointed Sept., 1905.

****Transferred to South Street School Sept., 1905.

*****Appointed Sept., 1905.

NEWBURGH FREE ACADEMY.

Table Showing the Attendance, etc., for the School Year Ending June 22, 1905.

TEACHERS	Grade	Attendance			No. in Attendance			Av. Att'nce		Av. Age		No. to Grade.	Single Desks.	No. Absences.	Number Tardy	No. Truants	No. Truancies.	Teacher's		Days Attendance	School Days							
		Boys	Girls	Total	Boys	Girls	Boys	Girls	Absent	Tardy																		
William H. Doty	12	27	37	64	24	20	31	27	55	47	23	09	30	57	16	95	17	97	64	46	288	22	0	0	4 1/2	4	188 1/2	189
Dora M. Townsend	11	31	20	51	29	15	18	82	47	97	28	33	18	22	16	77	16	74	51	45	402	10	1	2	0	5	184 1/2	189
Anna Jewell	10	21	40	61	18	85	19	22	38	07	17	89	18	46	15	76	15	45	41	46	324	52	2	3	2	9	187	189
Hamlet P. Collins	10	17	16	33	15	00	14	00	29	00	14	04	13	03	16	02	15	08	33	48	165	8	0	0	2 1/2	0	186 1/2	189
Cornelius W. Lockwood	11	7	9	16	6	43	6	74	13	17	5	81	6	08	18	07	18	23	16	119	8	0	0	1	6	188	189	
Elsie B. Scott	10	17	16	33	15	30	10	53	25	83	14	01	9	68	16	92	16	27	33	46	192	40	2	15	1	6	188	189
"	9	13	27	40	15	00	27	00	40	00	10	70	24	20	15	90	16	00	42	46	215	11	0	0	3 1/2	1	186 1/2	189
R. Bell Chapman	9	14	29	43	11	25	26	42	37	67	10	79	26	10	15	42	13	62	43	45	235	18	0	0	23 1/2	3	165 1/2	189
Anna M. Toie	9	19	34	53	12	45	27	37	39	82	14	70	26	52	15	05	16	00	53	50	174	6	0	0	0	0	189	189
Jane A. Carmichael	9	23	27	50	21	57	21	47	43	04	21	04	20	66	15	50	15	89	50	47	263	16	0	0	0	1	189	189
Jennie Marvel	9	23	27	50	21	57	21	47	43	04	21	04	20	66	15	50	15	89	50	47	263	16	0	0	0	1	189	189
David C. Scott	9	23	27	50	21	57	21	47	43	04	21	04	20	66	15	50	15	89	50	47	263	16	0	0	0	1	189	189
Ida C. LeRoy	9	23	27	50	21	57	21	47	43	04	21	04	20	66	15	50	15	89	50	47	263	16	0	0	0	1	189	189
Alexander J. Hutchison	9	23	27	50	21	57	21	47	43	04	21	04	20	66	15	50	15	89	50	47	263	16	0	0	0	1	189	189
Katherine Lozier	9	23	27	50	21	57	21	47	43	04	21	04	20	66	15	50	15	89	50	47	263	16	0	0	0	1	189	189
Marletta Shaw	8	25	18	43	23	67	16	47	39	14	23	07	16	36	14	33	14	55	43	48	295	21	0	0	1	6	188	189
Alice R. Hitchcock	8	23	15	38	18	00	12	00	30	00	18	88	12	63	14	01	13	06	38	49	281	13	1	2	0	0	189	189
Elizabeth Sheridan	8	23	15	38	18	00	12	00	30	00	18	88	12	63	14	01	13	06	38	49	281	13	1	2	0	0	189	189

WASHINGTON STREET SCHOOL.

Table Showing the Attendance etc., for the School Year Ending June 27, 1905.

TEACHERS	Registration		No in Attendance		Average Attend'ce		Average Age		No. scholars to grade	Single Desks	Double Desks	Number Absences	Number Tardy	No. Truants	No. Truancies	Teacher's		Days Attend'ce	School Days									
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls								Absent	Tardy											
Grade																												
Wm. H. Kelly.....	8	21	22	43	19	3	19	538	8	18	9	19	0	13	8	14	0	40	40	155	11	0	0	0	0	189	189	
Anna P. Hasbrouck.....	7	12	22	34	10	4	20	430	8	10	2	19	8	13	0	13	0	40	40	142	8	0	0	1	0	184	189	
Kate A. Flannagan.....	6	15	20	35	14	1	18	432	5	13	2	17	8	12	0	13	0	40	40	144	12	0	0	2	0	187	189	
Mary Van Wyck.....	6	15	19	34	14	0	17	031	0	13	7	16	4	12	6	13	6	42	42	173	17	1	1	3	0	186	189	
Caroline Millsbaugh.....	5	21	22	43	19	9	18	838	7	19	3	18	1	12	0	11	8	44	44	251	31	0	7	0	0	188	189	
Elizo W. Kidd.....	5	25	21	46	22	0	17	339	3	21	4	16	4	11	3	12	0	42	42	270	18	1	1	1	0	188	189	
Mary E. Wilson.....	4	23	20	43	21	8	18	139	9	20	9	17	5	11	0	10	0	45	45	286	1	38	0	0	0	187	189	
Sara K. Bannon.....	4	23	25	48	18	5	21	139	6	18	0	20	0	11	3	11	0	45	45	322	1	59	0	0	0	189	189	
Ann's Clark.....	3	25	19	44	22	3	17	539	8	21	4	16	7	10	2	10	0	38	40	310	17	16	3	4	3	0	186	189
Anna M. Barnes.....	3	29	18	47	23	4	17	140	5	22	5	15	3	9	5	8	38	40	324	15	3	6	0	0	0	189	189	
Mary E. Garvey.....	2	22	14	36	20	8	12	132	9	19	6	11	3	8	4	8	5	42	42	372	21	0	0	9	0	179	189	
Almira Seaman.....	2	25	13	38	20	8	11	031	8	19	4	10	4	8	5	7	8	42	42	395	12	6	1	1	9	0	189	189
Mabelle Bond.....	2	25	18	42	20	0	12	032	0	18	9	11	5	9	0	9	0	42	47	343	16	1	7	0	0	189	189	
Agnes McCullough.....	2	24	18	42	20	0	12	032	0	18	9	11	5	9	0	9	0	42	47	343	16	1	7	0	0	189	189	
Eva Penney.....	1	29	22	51	19	9	17	638	5	21	8	18	7	7	3	7	6	46	46	584	1	39	2	2	8	0	180	189
Jeunle M. Boyd.....	1	21	26	47	19	2	22	141	3	18	2	20	8	6	9	6	7	45	45	412	1	39	0	0	9	0	179	189
Elberta Ames.....	1	65	56	121	39	7	29	569	2	36	1	26	7	6	0	6	1	60	50	1230	24	0	0	0	9	0	179	189

GRAND STREET SCHOOL.

Table Showing the Attendance, etc., for the School Year Ending June 27, 1905.

TEACHERS	Grade	Registration		No. in Attendance			Average Attendance			Average Age		Single Desks	No. Tardy	No. Truants	Teach's		School Days	
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys				Girls	Absent		Tardy
Charles E. Snyder	8	20	22	42	16.9	19.4	36.3	16.5	18.9	15.69	13.79	40	10	0	0	2	189	
Clara E. Shaffer															13	2	174	
Emma C. Barnes	7	21	15	36	18.15	12.45	30.6	17.41	12.02	13.8	13.4	40	8	15	0	2	176	
Emma Everitt	7	18	17	35	15.0	13.8	28.8	14.1	13.1	13.5	12.5	42	10	1	7	0	182	
Grace A. Minny	6	22	23	45	12.4	20.5	32.9	11.9	19.6	13.0	12.2	41	5	1	7	0	182	
Effie L. McConnell	6	16	21	37	15.4	18.4	33.8	14.8	17.3	12.8	12.8	35	5	5	3	184		
Mary A. Smith	5	20	25	45	15.8	18.9	34.7	16.5	20.3	11.8	11.6	44	9	0	10	0	179	
Harriet A. Van Duzer	5	19	22	41	15.93	19.02	34.95	14.82	18.16	11.76	10.95	37	17	4	0	1	189	
Helen G. Montfort	4	16	24	40	10.5	22.6	33.1	9.8	21.4	10.9	10.4	38	17	0	14	0	175	
Carrie B. Ronk	3	16	27	43	14.17	24.0	38.2	13.5	22.85	10.7	10.0	40	14	3	2	0	187	
Gertrude Van Cleft	3	19	24	43	11.77	17.72	29.49	10.34	16.4	10.9	10.4	36	23	6	2	0	187	
Olive B. Cronin	3	25	25	50	20.05	19.05	39.1	18.7	17.3	9.5	8.3	41	19	4	3	2	188	
Margaret J. Foster	3	21	21	52	19.95	19.65	39.6	18.8	17.4	9.55	8.3	42	23	1	7	0	193	
Alburt Van Cleft	2	28	22	50	19.9	18.9	38.8	18.6	16.3	7.92	8.11	39	16	1	4	0	185	
Isabella H. Dougherty	2	17	24	41	14.25	21.57	35.82	13.1	19.76	8.29	7.63	38	18	1	1	0	188	
Jessie F. Vincent	1	25	26	51	25.25	28.85	54.1	22.85	25.76	7.25	6.7	38	19	0	0	0	189	
Sarah W. Snowdon	1	49	33	82	32.3	19.8	52.1	28.1	17.3	6.2	6.1	39	18	0	2	5	187	

SOUTH STREET SCHOOL.

Table Showing the Attendance, etc., for the School Year Ending June 27, 1905.

TEACHERS	Registration		No. In Attendance		Average Attendance		Average Age		Scholars to R'd	No. Truants	Teach's		Days Attend'ce	School Days			
	Grade	Total	Boys	Girls	Total	Boys	Girls	Boys			Girls	Absent			Tardy		
Annie E. Bayles ..	8	16	34	17.2	17.5	34.7	16.59	17.2	13.7	13.6	40.40	8	1	2	188	189	
May E. D-Lancy ..	7	14	27	41	12.3	20.7	33.0	11.9	19.9	13.4	13.7	40.40	8	4	8	185	189
Elizabeth Totten ..	7	10	31	8.93	18.34	27.27	8.17	17.56	13.7	13.8	29.29	6	24	4	186	189	
Lillie A. Brundage ..	6	15	14	29	13.2	11.5	24.7	12.5	10.7	11.8	12.7	28.28	9	1	2	184	184
Jean C. Hamilton ..	6	12	19	31	11.54	18.1	29.6	11.11	16.9	13.36	13.05	35.35	9	11	2	178	189
Mary B. McCullough ..	6	20	12	32	18.2	11.0	29.2	17.3	10.3	12.38	12.6	35.35	9	1	0	189	189
Alice H. McConnell ..	5	14	23	37	14.0	22.0	36.0	13.5	20.5	11.2	11.5	40.40	8	94	9	179	189
Martha G. Henderson ..	5	24	17	41	21.6	13.7	35.4	20.5	12.59	11.42	10.81	40.40	12	2	2	187	189
Margaret J. Fawcett ..	5	21	18	39	19.4	17.24	36.6	18.14	16.4	11.1	10.6	40.40	16	26	0	163	189
Mabel T. Leeper ..	4	26	16	42	21.4	14.05	35.45	20.31	12.8	10.48	10.1	40.40	25	3	6	188	189
Anna E. Flanagan ..	4	19	17	36	18.2	16.3	34.5	17.15	14.98	10.2	10.3	40.40	8	4	12	188	189
Anna I. Ryan ..	4	24	23	47	18.7	18.2	36.9	17.6	16.7	10.0	9.5	40.40	10	2	10	187	189
Lilly I. Van Wyck ..	3	17	25	42	17.29	22.3	39.6	16.1	20.8	9.4	9.2	40.40	12	2	0	187	189
Ella A. Chadborn ..	3	19	22	41	15.3	17.0	32.3	14.5	16.0	9.7	9.7	35.35	9	0	4	189	189
Emma F. Wells ..	3	17	18	35	10.8	13.3	24.1	10.2	13.2	8.8	8.8	29.29	12	21	3	167	189
Lucia C. Tivhan ..	3	19	27	46	18.0	20.7	38.7	17.1	19.0	10.3	9.6	40.40	16	2	0	187	189
Alice Booth ..	2	25	18	43	24.2	13.3	47.5	20.4	11.0	8.2	8.4	40.40	12	11	0	178	189
Jennie M. Wells ..	2	27	25	52	17.2	18.6	35.8	15.3	16.0	8.3	9.0	40.40	22	1	0	181	189
Bessie M. Cotton ..	2	18	26	44	14.7	18.6	33.3	13.0	16.7	7.8	8.3	38.38	17	5	0	184	189
Sara M. Clark ..	1	22	22	44	19.2	18.1	37.3	17.9	16.1	7.16	7.05	40.40	11	4	5	184	189
Harriet M. Peck ..	1	23	21	44	20.3	17.09	97.4	18.02	15.2	7.02	7.3	40.40	13	5	8	183	189
Janet M. Barr ..	1	18	22	40	16.4	17.1	33.5	14.9	15.0	7.16	7.8	40.40	19	1	8	186	189
Estelle Hunter ..	1	43	62	105	24.7	27.8	51.87	28.2	33.4	5.94	5.8	40.40	15	7	1	182	189

Table Showing the Attendance, etc., for the School Year Ending June 27, 1905.

TEACHERS	Grade	Registration			No. in Attendance			Average Attendance		Scholars to Grade	No. Tardy	No. Truants	Teach'rs		Days Attendance	School Days				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls				Absent	Tardy						
Agnes C. Miller, Principal.....	7	10	12	22	9	2	11.1	20.3	7.48	10.96	13	3	13.1	19.40	1	181	189			
Ida R. Henderson.....	6	18	22	40	14.80	20.42	35	22	13	62	18	36	12	05	12	22	32	43	18	
Ada M. Meginn.....	5	29	20	49	23.8	18	15	41	95	26	13	74	10	93	10	6	38	41	19	
Mary Caldwell.....	4	10	18	28	7	03	9.82	16	85	8.73	14.26	12	00	10	5	21	39	12	1	
Florence E. Beakes.....	4	12	15	27	8	80	13	10	21	90	8	30	12	11	10	67	10	31	22	1
Nellie Revill.....	3	26	18	44	18.8	15.4	34.2	16	2	13	2	10.2	9	2	28	42	20	3	5	
I. Jeannette Sloan.....	3	23	17	40	19.4	12.3	31	7	17	6	10.5	10.1	9	0	29	42	16	1	1	
Edith I. Grimley.....	2	18	21	39	16.3	19.3	35.6	14	2	17	2	8.1	7	3	38	38	12	1	1	
Eliza W. Hannan.....	2	16	16	32	13.0	12.3	26.3	11	7	11	9	7.7	8	3	23	44	14	1	1	
Elizabeth L. Gordon.....	1	19	33	52	21	7	16	3	28	0	9	6	12	7	6.4	6	5	41	39	15
Nellie Bennett.....	1	21	29	50	14.95	19.5	34.45	11	77	16	33	6.39	6	29	39	40	15	1	1	
Emily V. Haigh.....	1	21	29	50	14.95	19.5	34.45	11	77	16	33	6.39	6	29	39	40	15	1	1	

Table Showing the Attendance, etc., for the School Year Ending June 27, 1905.

TEACHERS	Grade		Registration			No. in Attendance			Average Attendance		Average Age		Single Desks		No. Tardy		No. Truancies		Teach's		School Days	Days Attendance
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	No. Tardy	No. Truancies	Absent	Tardy						
George E. Atwood.....	7	20	18	38	18.1	16.9	35.0	17.4	16.1	13.0	13.0	42	65	5	2	2	187	189				
Helen G. Ruttenber.....	7	18	19	37	16.8	16.6	33.4	16.3	16.1	13.0	12.3	42	9	1	9	3	180	189				
Clara E. De Lancy.....	6	18	18	36	17.1	16.4	33.5	16.4	15.7	12.8	12.4	48	24	574	1	1	114	189				
Emma R. Weed.....	6	22	18	40	16.3	16.1	32.5	15.5	15.4	12.8	11.7	42	4	267	3	132	189					
Annie M. Wiltse.....	5	27	19	46	22.6	11.3	33.9	20.9	10.6	11.7	11.3	42	44	621	3	167	189					
Lillie H. Fowler.....	5	26	17	43	21.8	13.2	35.0	20.4	12.6	12.0	12.3	42	105	927	4	161	189					
Grace L. Smiley.....	5	22	19	41	19.3	16.4	35.7	18.4	15.4	10.9	11.4	42	47	1	9	2	184	189				
Margaret M. Malloy.....	4	29	19	48	23.3	16.4	39.7	21.8	15.5	10.9	10.5	42	28	2	1	189	189					
Margaret M. Shaw.....	4	25	21	46	20.3	18.5	38.8	19.2	17.0	10.9	10.5	40	98	0	2	187	189					
Josephine Jansen.....	4	27	21	48	21.3	17.2	38.5	20.5	16.6	10.2	9.8	42	73	1	6	187	189					
Mabel K. Shaw.....	3	25	47	49	19.4	19.4	34.3	13.6	18.9	9.8	9.4	42	72	1	8	183	189					
Abbie L. Colden.....	3	27	24	51	15.9	18.6	34.5	14.3	16.5	10.1	10.2	42	63	13	1	188	189					
Fannie B. Laib.....	3	20	40	50	17.1	18.2	35.3	15.4	17.3	9.2	8.5	42	77	4	2	189	189					
Maud I. Winans.....	3	24	33	57	18.6	23.1	41.7	17.0	22.0	8.5	8.0	42	45	10	2	189	189					
Anna G. Egan.....	2	23	31	54	18.3	24.3	42.6	16.8	22.9	8.1	8.1	42	119	6	2	189	189					
Harriet J. Fowler.....	2	23	31	54	18.3	24.3	42.6	16.8	22.9	8.1	8.1	42	119	6	2	189	189					
Jessie Holland.....	1	23	21	44	23.8	20.0	43.8	21.6	18.7	6.7	6.1	45	10	37	6	183	189					
Francis A. Ritchie.....	1	28	27	55	18.1	19.2	37.3	16.5	17.3	8.1	7.8	45	75	61	2	182	189					
Helen B. Hunter.....	1	46	38	84	19.8	19.5	39.3	17.4	16.6	6.5	6.6	48	67	9	10	2	179	189				
Ethel L. Harris.....	1	35	59	94	30.4	39.4	69.8	25.7	31.6	5.4	5.9	48	26	4	1	184	189					

Teachers in the Public Schools. Fall Term. 1905.

Showing the Name and Address of Teachers, Where Educated, School in which Employed, When Appointed. The number at the left indicates where employed, thus, (1) Acapemy, (2) Grand Street, (3) Liberty Street, (4) South Street, (5) Washington Street, (6) West Street, (M) Manual Training Department.

TEACHERS	ADDRESSES	WHERE EDUCATED	APPOINTED
3 George E. Atwood.....	294 Liberty Street.....	New York State Normal College.....	September..1898
5 Elberta Ames.....	114 Johnston Street.....	New Paltz Normal School.....	September..1902
3 M. Edith Avery.....	57 Overlook Place.....	Jamaica Normal School.....	September..1905
5 Sarah K. Bannon.....	Little Britain Road.....	New York State Normal College.....	March.....1899
5 Anna M. Barnes.....	47 Lander Street.....	Newburgh Free Academy.....	May.....1882
2 Emma C. Barnes.....	47 Lander Street.....	Newburgh Free Academy.....	February....1876
6 Florence E. Beakes.....	Crescent Avenue.....	Jamaica Normal School.....	September..1903
4 Annie E. Bayles.....	163 Johnston Street.....	New York State Normal College.....	September..1899
4 Janet M. Barr.....	193 Liberty Street.....	Jamaica Normal School.....	September..1903
1 David G. Barr.....	193 Liberty Street.....	Princeton University.....	July.....1905
6 Nelle M. Bennett.....	65 Courtney Avenue.....	New Paltz Normal School.....	September..1904
5 Mabelle C. Bond.....	10 Henry Avenue.....	Syracuse University.....	September..1903
4 Alice Booth.....	78 Clinton Street.....	Elmira College.....	September..1887
4 Lillie A. Brundage.....	203 Robinson Avenue.....	Newburgh Free Academy.....	October.....1886
5 Jennie M. Boyd.....	Gidney Avenue.....	Albany Normal College.....	September..1899
6 Mary Caldwell.....	275 West Van Ness Street.....	New Paltz Normal School.....	September..1900
1 Jane A. Carmichael.....	64 South Street.....	Newburgh Free Academy.....	May.....1874
1 Ella A. Chadborn.....	251 Third Street.....	Newburgh Free Academy.....	May.....1882
1 Rosa Bell Chapman.....	168 Chambers Street.....	Newburgh Free Academy.....	September..1883
5 Annie Clark.....	86 Carson Avenue.....	Newburgh Free Academy.....	November...1883
3 Abbie Logan Colden.....	141 Montgomery Street.....	Newburgh Free Academy.....	December...1891
M Emma C. Colden.....	141 Montgomery Street.....	New York Teachers' College.....	January....1888
4 Bessie M. Cotton.....	199 North Miller Street.....	Newburgh Free Academy.....	January....1904
2 Olive R. Cronin.....	121 Smith Street.....	Newburgh Free Academy.....	February....1890
4 Sarah M. Clark.....	130 South Street.....	New Paltz Normal School.....	September..1899

TEACHERS IN PUBLIC SCHOOLS—Continued.

TEACHERS	ADDRESSES	WHERE EDUCATED	APPOINTED
3 Mabel Danher.....	32 Lander Street, W. H.	New Paltz Normal School.....	April.....1905
3 Clara E. Delancy.....	10 Grand Street.....	New York State Normal College.....	September..1890
4 Mary E. Delancy.....	10 Grand Street.....	New York State Normal College.....	September..1887
3 Elizabeth Delany.....	4 Grand Street.....	Albany Normal College.....	September..1905
1 William H. Doty.....	112 Johnston Street.....	N. Y. S. Normal College and N. Y. U.	September..1890
2 Isabella H. Dougherty.....	153 Chambers Street.....	Newburgh Free Academy.....	November..1881
3 Anna G. Egan.....	Cor. First and S. Miller	New Paltz Normal School.....	September..1903
2 Emma Everitt.....	171 Lander Street.....	Newburgh Free Academy.....	September..1887
4 Anna E. Flannagan.....	Gidney Avenue.....	Newburgh Free Academy.....	January.....1895
5 Kate A. Flannagan.....	Little Britain Road.....	Newburgh Free Academy.....	September..1885
3 E. Louisa Fleming.....	52 Lander Street.....	Oneonta State Normal School.....	August.....1901
3 Harriet J. Fowler.....	56 Courtney Avenue.....	Newburgh Free Academy.....	October....1888
3 Lillie Harcourt Fowler.....	262 Liberty Street.....	Newburgh Free Academy.....	September..1887
2 Margaret J. Fowler.....	94 Johnston Street.....	New York State Normal College.....	September..1892
4 Margaret J. Fawcett.....	32 South Miller Street.....	Alban Normal College.....	September..1899
5 Mary E. Garvey.....	22 Colden Street.....	New York State Normal College.....	March.....1899
6 Elizabeth L. Gordon.....	182 Liberty Street.....	New York State Normal College.....	February....1893
6 Edith L. Grimley.....	55 Overlook Place.....	New Paltz Normal College.....	September..1902
6 Emily V. Haigh.....	Spring St., Fishkill.....	New Paltz Normal School.....	September..1901
4 Jean C. Hamilton.....	198 South Street.....	New York State Normal College.....	August.....1897
6 Eliza Hannan.....	251 First Street.....	Newburgh Free Academy.....	December....1891
3 Ethel L. Harris.....	167 Ann Street.....	New York State Normal College.....	September..1904
5 Anna P. Hasbrouck.....	Balmville.....	Newburgh Free Academy.....	September..1902
6 Ida R. Henderson.....	63 Farrington Street.....	Newburgh Free Academy.....	January.....1895
4 Martha G. Henderson.....	63 Farrington Street.....	New York State Normal College.....	February....1902
1 Alice R. Hitchcock.....	156 Montgomery Street.....	Cazenovia Seminary.....	September..1889
1 Sylvester W. Holdredge.....	115 First Street.....	Glens Falls Academy.....	September..1886
3 Jessie Holland.....	9 Henry Avenue.....	Jamaica Normal School.....	September..1902
4 Helen R. Hunter.....	252 Liberty Street.....	New York State Normal College.....	September..1892
M Alex. J. Hutchison.....	22 Dubois Street.....	Teachers' College, New York.....	February....1894
3 Josephine Jansen.....	53 Montgomery Street.....	New Paltz Normal School.....	May.....1902

TEACHERS IN PUBLIC SCHOOLS—Continued.

TEACHERS	ADDRESSES	WHERE EDUCATED	APPOINTED
1 Anna Jewell.....	64 South Street.....	Cortland Normal School.....	September..1893
5 William H. Kelly.....	67 Grand Street.....	Glens Falls Academy.....	September..1861
5 Eliza W. Kidd.....	29 Water Street.....	Newburgh Free Academy.....	January....1890
6 S. Francis Kimball.....	15 Clark Street.....	State Normal College.....	September..1905
3 Fannie Rowena Laib....	282 Liberty Street.....	Newburgh Free Academy.....	September..1887
4 Mabel T. Leeper.....	117 South Street.....	Jamaica Normal School.....	September..1902
1 Ida C. Leroy.....	23 Farrington Street.....	Newburgh Free Academy.....	September..1871
1 Cornelius W. Lockwood..	12 Liberty Street, W. H..	Harvard College.....	September..1900
1 Katherine M. Lozier....	82 Lander Street.....	New York State Normal College.....	September..1895
4 Alice H. McConnell....	108 Dubois Street.....	Newburgh Free Academy.....	September..1886
2 Effie L. McConnell....	108 Dubois Street.....	Newburgh Free Academy.....	September..1885
3 Agnes McCullough.....	10 Clark Street.....	New York State Normal College.....	January....1895
3 Margaret M. Malloy....	45 Dubois Street.....	New York State Normal College.....	September..1904
4 Mary B. McCullough....	10 Clark Street.....	New York State Normal College.....	November..1901
4 Jennie McGiffert.....	67 Dubois Street.....	Jamaica Normal School.....	September..1905
1 Jennie Marvel.....	53 Ann Street.....	Newburgh Free Academy.....	September..1883
6 Ada M. Meginn.....	90 Lander Street.....	New Paltz Normal School.....	September..1902
6 Agnes C. Miller.....	Little Britain Road.....	Newburgh Free Academy.....	February....1869
5 Caroline Millspaugh....	62 Campbell Street.....	Newburgh Free Academy.....	September..1880
4 Ira D. Minard.....	67 Dubois Street.....	New Paltz Normal School.....	September..1905
2 Grace A. Minty.....	85 South Street.....	New York State Normal College.....	November..1892
2 Helen G. Montfort.....	55 Liberty Street, W. H..	New York State Normal College.....	October....1899
4 Harriet M. Peck.....	63 Montgomery Street....	Newburgh Free Academy.....	October....1888
5 Eva G. Penney.....	63 Liberty Street, W. H..	Jamaica Normal School.....	September..1902
6 Nellie Revill.....	Gardnertown, N. Y.....	New York State Normal College.....	September..1903
3 Frances A. Ritchie....	147 Lander Street.....	Newburgh Free Academy.....	May.....1871
2 Carrie B. Ronk.....	46 Farrington Street....	New Paltz Normal School.....	January....1892
3 Helen G. Ruttenber....	238 Montgomery Street....	New Paltz Normal School.....	September..1900
4 Anna I. Ryan.....	364 Water Street.....	New Paltz Normal School.....	September..1900
1 David C. Scott.....	22 Montgomery Street....	Cornell University.....	April.....1901
1 Elsie B. Scott.....	127 Johnston Street.....	Newburgh Free Academy.....	September..1872

TEACHERS IN PUBLIC SCHOOLS—Continued.

TEACHERS	ADDRESSES	WHERE EDUCATED	APPOINTED
5 Almira Seaman.....	93 Lander Street.....	New York State Normal College.....	September. 1892
2 Clara L. Shafer.....	144 Dubois Street.....	Newburgh Free Academy.....	September. 1891
1 Elizabeth Sheridan....	85 City Terrace.....	Albany High School.....	August.....1886
3 Margaret M. Shaw.....	188 Liberty Street.....	New York State Normal College.....	September. 1899
1 Marietta Shaw.....	188 Liberty Street.....	New York State Normal College.....	September. 1899
3 Mabel K. Shaw.....	169 Liberty Street.....	New York State Normal College.....	October.....1899
6 L. Jeanette Sloan.....	160 Washington Street.....	New York State Normal College.....	August.....1901
3 Grace L. Smiley.....	164 Third Street.....	Newburgh Free Academy.....	January.....1895
2 Mary A. Smith.....	73 Grand Street.....	New York Public Schools.....	September. 1892
2 Sarah W. Snowden.....	295 Water Street.....	New York State Normal College.....	September. 1890
2 Charles E. Snyder.....	161 Lander Street.....	N. Y. State Normal College, U. of A.....	October.....1868
6 Loretta Theall.....	82 South Liberty Street.....	Jamaica Normal School.....	September. 1905
1 Anna M. Tole.....	173 Chambers Street.....	Newburgh Free Academy.....	February.....1883
4 Elizabeth Totten.....	140 Johnston Street.....	Newburgh Free Academy.....	September. 1887
1 Dora M. Townsend.....	117 South Street.....	N. Y. U., Whitestown Seminary.....	September. 1889
4 Lucia C. Twiname.....	100 Johnston Street.....	Newburgh Free Academy.....	November. 1893
M. Agnes Templeton.....	168 Chambers Street.....	Newburgh Free Academy.....	March.....1899
6 Albert Van Cleft.....	72 Grand Street.....	New Paltz Normal School.....	March.....1899
5 Gertrude Van Cleft....	149 Grand Street.....	Jamaica Normal School.....	September. 1902
2 Harriet A. Van Duzer..	65 Henry Avenue.....	Newburgh Free Academy.....	January.....1876
4 Lily I. Van Wyck.....	50 Chambers Street.....	New York State Normal College.....	September. 1890
5 Mary E. Van Wyck....	50 Chambers Street.....	Newburgh Free Academy.....	September. 1888
2 Jessie F. Vincent.....	36 Smith Street.....	Newburgh Free Academy.....	September. 1884
3 Emma R. Weed.....	25 Grand Street.....	Newburgh Free Academy.....	September. 1885
4 Anna F. Wells.....	122 Johnston Street.....	Jamaica Normal School.....	September. 1905
4 Emma F. Wells.....	207 North Miller Street..	Newburgh Free Academy.....	September. 1882
4 Jennie M. Wells.....	132 Johnston Street.....	Jamaica Normal School.....	September. 1902
5 Mary E. Wilson.....	138 Dubois Street.....	Newburgh Free Academy.....	November.....1891
3 Maud I. Winans.....	173 Liberty Street.....	New York State Normal College.....	

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Members of the Board of Education. 1852-1905.

* Alsdorf, Egbert.....	1862-65
Baumes, Caleb H.....	1900-08
* Belknap, M. C.....	1884-92
* Beveridge, John.....	1852-57
* Beveridge, Thomas.....	1858-60
* Brewster, E. A	1858-63, 1867-68, 1873-77, 1880-84
* Brown, Jacob.....	1855
* Brown, Rev. John.....	1852-58
* Callahan, W. H.....	1861
* Case, Robert L.....	1874-77
* Cassidy, A. S.....	1874-78
* Clapp, Geo. M.....	1865
* Clark, Geo.....	1858-60
* Corwin, John.....	1864-72, 1877-81
* Culbert, W. A. M., M. D.....	1855-57
* Dickson, James R.....	1857-59
* Ely, Smith, M. D.....	1876-80
* Embler, C. J.....	1881-85
* Estabrook, Charles.....	1864-67
* Forsyth, Rev. John, D. D.....	1853-77
* Gearn, W. W.....	1876-80
Gavey, Thomas W.....	1897-1909
* George, Thomas.....	1859-61
Gleason, W. S., M. D.....	1893-97
* Gregory, L. B	1852-54
Halstead, Charles H.....	1896-99
* Haines, P. S.....	1867-70
Harrison, Wm.....	1885-92, 1894-98
* Hasbrouck, C. H.....	1884-88

Hastings, James.....	1887-95, 1896-1909
Hirschberg, M. H.....	1871-83
* Johnes, Edward R.....	1861-63
* Jones, Hiram A.....	1878-82
* Jones, Nathaniel.....	1852-56
* Jacobs, Gilbert E.....	1895
* Kerr, George W.....	1852-54
* Kimball, Thomas.....	1864-67, 1873
Kimball, William G.....	1899-1907
* King, Stephen.....	1882-86
* Lawson, John K.....	1858-61
* Lawson, Charles J.....	1867
* Leonard, Chauncey M.....	1869-71
* Leonard, D. Gillies.....	1852-56, 1862-1864
Lewis, John N.....	1870-72
Lozier, Hiram.....	1896-1909
* Martin, Cyrus B.....	1868-73
McCroskery, J. J. S.....	1880-87
* McCutcheon, Hugh.....	1863-66, 1878-70
Merritt, Theodore.....	1870
Miller, A. Lincoln J.....	1904-07
Moore, B. B.....	1872-75
* Monell, J. J.....	1852-54, 1865
* Peck, William E.....	1862-64
Perkins, Wm. R.....	1903-1908
* Reeve, Charles F. V.....	1852
Reilly, John.....	1872-75
* Ring, Thomas C.....	1852-57
* Rogers, Daniel T.....	1866-72, 1875-79
Ross, George M.....	1892-96
Ross, Edward C.....	1896 to Nov., 1904
Ruttenber, E. M.....	1857-64, 1866-69, 1882-86
* Scott, David A.....	1887-90
* Skidmore, E. T.....	1877-81
* Smith, Orville M.....	1856-57, 1859-64
Smith, John.....	1894-98, 1902-06
Smith, L. M.....	1881-89

Smith, George C.....	1897-1902
Shipp, Samuel E.....	1898-1910
* Sneed, Joseph A.....	1886-90, Sept., 1890-92
* Thayer, John S.....	1855
Thornton, Howard.....	1906-1910
Valentine, John H.....	1890-92
* Van Buren, J. D.....	1883-84
Van Dalfsen, J. T.....	1883-84
* Wands, William S.....	1888-96, 1897 to Nov., 1902
* Ward, Peter.....	1861-66
* Westervelt, John L.....	1878-82, 1886-92
Weygant, Charles H.....	Nov., 1876-78
* Williams, George A.....	1879-83
* Williams, Samuel.....	1856-58
* Wilson, Nicholas.....	1867-74
* Woolley, C. N., M. D.....	1889-96
Wilson, Jonathan D.....	Appointed to fill vacancy Jan., 1893-94, 1896-1900

* Deceased.

PRESIDENTS.

John Beveridge.....	1852-57
John Forsyth, D. D.....	1858-77
Abram S. Cassedy.....	1877-78
M. H. Hirschberg.....	1878-83
L. M. Smith.....	1883-88
M. C. Belknap.....	1888-92
Wm. Harrison.....	1892-93
Dr. C. N. Woolley.....	1893-96
John Smith.....	1896-98
Jonathan D. Wilson.....	1898-1900
Wm. S. Wands.....	1900-02
S. E. Shipp.....	1903-

CLERKS AND SUPERINTENDENTS SINCE 1852.

Nathaniel Jones.....	1852-57
Hugh S. Banks.....	1857-59
Dr. R. V. K. Montfort.....	1859-63, 1872-83, 1887-1900
E. M. Ruttenber.....	1863-64
Hiram A. Jones.....	1864-72
John Miller.....	1883-87
James M. Crane.....	1901-



26.0340

Annual Report
Board of
Education

Newburgh, N. Y.

Fiscal Year Ending September 30th
School Year Ending June 30th, 1906



ANNUAL REPORT

OF THE



Board of Education

Compliments of

~~JAMES M. CRANE.~~

THOS. M. HAWTHORNE,
LIBRARIAN.

Please Exchange.

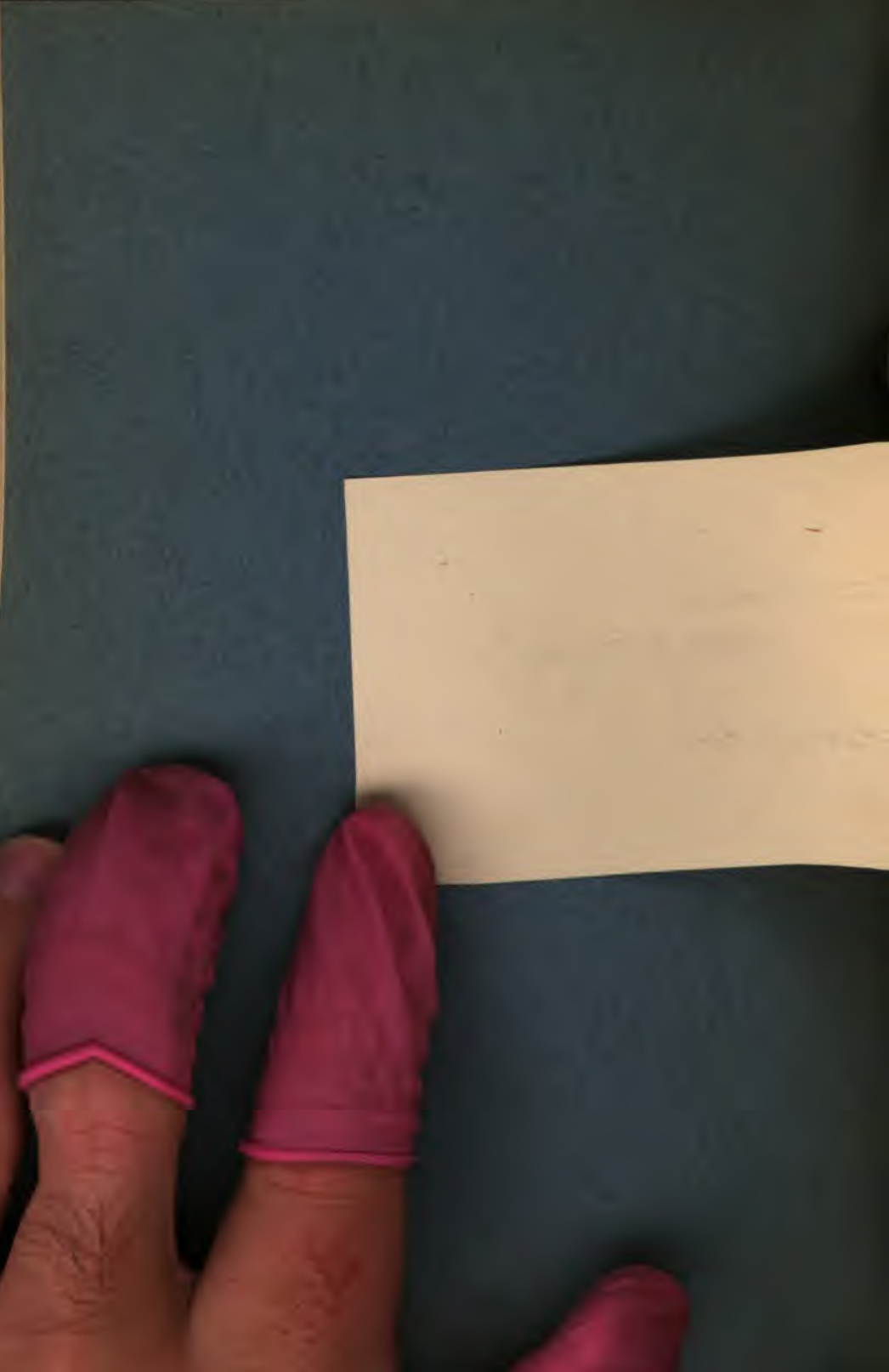
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AND THE

Fiscal Year Ending Sept. 30,

1906.

B-6



ANNUAL REPORT

OF THE



Board of Education

(Trustees of Common Schools.)

CITY OF NEWBURGH, N. Y.

for the School Year Ending June 30

AND THE

Fiscal Year Ending Sept. 30,

1906.

390940

NEWBURGH JOURNAL



NEWBURGH, N. Y.

School Calendar.

1905-06.

September 11, 1905.....	First Term Began
November 30 and Dec. 1, 1905.....	Thanksgiving Holidays
December 22—January 2, 1906.....	Holiday Vacation
January 31, 1906.....	First Term Ends
February 1, 1906.....	Second Term Begins
February 12.....	Lincoln's Birthday
February 22.....	Washington's Birthday
April 30 to May 7, 1906.....	Spring Vacation
April 27.....	Arbor Day
May 9 to June 20.....	Annual Examinations
May 30.....	Memorial Day
June 27.....	Commencement Exercises
September 10.....	School opened for the year 1906-1907
November 29-30.....	Thanksgiving, 1906
December 21 to January 2, 1907.....	Holiday Vacation

School Sessions.

Forenoon, 9 to 11.30 o'clock.

Afternoon, 1 to 3 o'clock.

Tuition of Non-Residents.

High School Department, students admitted under provisions of non-resident tuition act.

Grammar Department, per term.....\$12.00

Primary Department, per term..... 8.00

Tuition of all non-resident pupils payable in advance.

Free books and school material furnished to all resident pupils.

Non-resident pupils in the Academic Department are charged \$5 per year for school material and use of books.

Members of the Board.

1905-06.

- A. LINCOLN J. MILLER.....Term expires March, 1907
Residence, 63 Dubois Street.
Business address, 258 Broadway.
- WILLIAM G. KIMBALL.....Term expires March, 1907
Residence, 15 Clark Street.
Business address, 125-131 Washington Street.
- CALEB H, BAUMES.....Term expires March, 1908
Residence, 67 Farrington Street.
Business address, 54 Second Street.
- WILLIAM R. PERKINS.....Term expires March, 1908
Residence, 58 Dubois Street.
Business address, 240 Broadway.
- HIRAM LOZIERTerm expires March, 1909
Residence, 82 Lander Street.
Business address, Fishkill Landing, N. Y.
- JAMES HASTINGSTerm expires March, 1909
Residence, 25 South Miller Street.
Business address, 162 Broadway.
- THOMAS W. GAVEY.....Term expires March, 1909
Residence, 127 Montgomery Street.
Business address, 75 Water Street.
- SAMUEL E. SHIPP.....Term expires March, 1910
Residence, 189 Grand Street.
Business address, 50 Third Street.
- HOWARD THORNTONTerm expires March, 1910
Residence, 314 Grand Street.
Business address, 41 Third Street.

Officers of the Board.

ELECTED MARCH 7, 1906.

SAMUEL E. SHIPP.....President
JAMES HASTINGSVice-President
JAMES M. CRANEClerk
THOMAS M. HAWTHORNE.....Librarian
LILLIE O. ESTABROOK.....Assistant Librarian
C. V. A. OAKLEYAssistant Librarian
A. H. F. SEEGERCounsel
CLARK B. GALATIAN.....Attendance Officer

JAMES M. CRANE.....Superintendent of Schools
Residence, 31 South Miller Street. Office, Library Building.
Office Hours: 11.30 a. m. to 12.30 p. m., 7 to 8 p. m.

STATED MEETINGS OF THE BOARD, 1906-1907.

March 30, April 27, May 25, June 29, July 27, August 31,
September 28, October 26, November 30, December 28,
January 25, 1907, February 22, 1907.

Stated meetings of the Board are held on the last Friday of each month, in the Board room in the Free Library building, at 7.30 o'clock in the evening.

Annual meeting of the Board on the second Wednesday in March.

Standing Committees.

COMMITTEE ON BUILDINGS .

Thomas W. Gavey, James Hastings, A. Lincoln J. Miller.

COMMITTEE ON FINANCE.

Wm. R. Perkins, Hiram Lozier, Howard Thornton.

COMMITTEE ON LIBRARY.

Hiram Lozier, Howard Thornton, A. Lincoln J. Miller.

COMMITTEE ON MANUAL TRAINING.

A. Lincoln J. Miller, William G. Kimball, Thomas W. Gavey.

COMMITTEE ON RULES.

Howard Thornton, Caleb H. Baumes, Wm. G. Kimball.

COMMITTEE ON SCHOOLS.

Caleb H. Baumes, Hiram Lozier, Wm. R. Perkins.

COMMITTEE ON SUPPLIES.

William G. Kimball, James Hastings, Thos. W. Gavey.

COMMITTEE ON TEACHERS.

James Hastings, Wm. R. Perkins, Caleb H. Baumes.

The President is ex-officio a member of all standing committees.

Annual Estimate.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh, as required by statute of the 5th of March, 1865, submit the following estimate of the amount of money needed for its expenditures during the year commencing October 1, 1905, and ending September 30, 1906.

Dated, Newburgh, N. Y., the 25th day of May, 1906.

1.

To purchase, lease and improve sites for school houses:

For flagging, sagging, grading and draining school grounds	\$ 1,750 00
---------------------------------------------------------------------	-------------

2.

To build, purchase, lease, enlarge, alter, improve and repair school houses, their out-houses, and appurtenances:

For repairs to school buildings.....	\$4,000 00	
For painting and glazing	1,000 00	
	<hr/>	5,000 00

3.

To purchase, enlarge, improve and repair school apparatus, furniture and appendages:

For new furniture	\$ 125 00	
For repairing furniture	200 00	
For repairs to heaters, pipes, etc.....	500 00	
For maps, blackboards, etc.....	125 00	
	<hr/>	950 00

4.

To procure fuel and pay contingent expenses
of schools—the Library and salaries:

For fuel and light.....	\$5,000 00
For interest	2,037 15
For school books, drawing material and supplies	3,800 00
For incidentals	750 00
For printing and advertising	650 00
For janitors' salaries	5,525 00
For salary of Clerk.....	2,000 00
For compulsory education	1,200 00

.. LIBRARY.

For fuel and light	900 00
For salaries	2,300 00
	<u>24,162 15</u>

5.

To pay teachers' wages due after the appro-
priation of all moneys which may be ap-
propriated for that purpose

Balance on hand.....	\$ 1,989 40
State appropriation	11,825 00
	<u>13,814 40</u>
	<u>50,185 60</u>

Amount to be raised by tax..... \$ 82,047 75

W. R. PERKINS,
HOWARD THORNTON,
H. LOZIER,
Finance Committee.

Financial Statement.

To the Common Council of the City of Newburgh:

The Board of Education of the City of Newburgh submits the following report of receipts and disbursements for the year commencing October 1, 1905, and ending September 30, 1906:

RECEIPTS.

Balance on hand Oct. 1, 1906.....	\$ 521 82
Balance in Library Fund.....	1,467 58
State appropriation	11,825 00
Interest on Glebe Bonds.....	798 22
County Treasurer (Academic Fund).....	1,446 94
County Treasurer (Library Fund).....	214 20
Error in check.....	1 86
Non-resident tuition	620 61
Fines	44 75
Tax Levy (1906).....	81,000 00
	<hr/> \$ 97,940 98

DISBURSEMENTS.

First. To build, purchase, lease and repair school houses, their outhouses and appurtenances..	\$ 6,420 89
Second. To purchase, enlarge, improve and repair school apparatus, furniture and appendages..	280 65
Third. To purchase fuel and pay contingent expenses of schools, library, and salaries:	
Fuel and Light.....	4,870 19
Books and Supplies.....	5,172 61
Printing	588 50
Incidentals	1,081 28
Manual Training	618 73
Compulsory Education	1,282 85
Librarians' salaries	2,300 00
Library Fund	1,439 11
Interest and Insurance.....	2,037 05
Clerk's salary	2,000 00
Janitors' salaries	5,525 00
Teachers' salaries	63,662 77
	<hr/> 97,279 63
Balance, October 1, 1906.....	661 35
	<hr/> \$ 97,940 98

DISBURSEMENTS UNDER APPROPRIATE HEADS.

First. To build, purchase, lease and repair school
houses, their outhouses and appurtenances:

Walter V. Martin.....	\$ 13 16
William Nixon	17 75
Hewitt & Warden.....	29 77
J. D. Wilson.....	953 92
Charles Laubenthalmer	7 36
James F. Templeton.....	28 24
Beggs & Carnright.....	582 60
Coldwell-Wilcox Co.	220 00
Hamilton & Todd.....	46 69
J. C. Hilliker.....	5 50
Thos. King	71 02
William Hamilton	219 76
Van Dalfsen	23 51
Coldwell Lawn Mower Co.....	6 14
S. G. Kimball's Sons.....	71 01
J. L. D. Fletcher.....	70
Jas. Todd	161 86
Johnston Hardware & Iron Co.....	274 79
James Hastings	379 22
N. H. Carpenter.....	73 00
Geo. W. Strong.....	748 03
The Berger Mfg. Co.....	1,487 00
Est. B. B. Moore.....	264 51
Avery & Horning.....	118 97
Mould & Beers.....	427 97
A. H. Pickens.....	188 41
	<hr/>
	6,420 89

Second. To purchase, enlarge, improve and repair
school apparatus, furniture, and appendages:

Peck & Van Dalfsen.....	10 51
G. W. Burton.....	3 00
William Bartels	16 50
James F. Crist.....	1 00
A. W. Hall Sci. Co.....	62 00
L. E. Knott App. Co.....	83 36
N. S. Taylor.....	22 25
Van Dalfsen & Stones.....	82 03
	<hr/>
	280 65

FUEL AND LIGHT.

Third. To purchase fuel and pay contingent expenses of schools, library and salaries:

King Coal Co.....	\$ 3,870 91
Newburgh L., H. & P. Co.....	773 48
Est. J. J. O'Grady.....	24 00
S. Whittaker	15 00
W. H. Kay	36 00
Geo. S. Weller	150 80
	<hr/> 4,870 19

BOOKS AND SUPPLIES.

Addison Johnson	\$ 79 30
Schapirograph Co.	8 75
Milton Bradley Co.	167 23
Prang Educational Co.	423 80
J. L. Hammett Co.	3 00
Geo. G. Peck & Co.....	1 50
Houghton, Mifflin & Co.	45 05
O. T. Louis Co.	33 48
Central School Supply House	100 00
F. J. Lawson	89 09
Weed & Bagshaw	69 64
Maynard, Merrill & Co.....	250 92
Ginn & Co.	501 08
D. C. Heath & Co.	199 79
Peckham, Little & Co.....	493 28
N. S. Smith	161 32
Geo. W. Green	623 30
Burnett & Gavey	117 76
Newburgh Planing Mill Co.	25
Buxton & Snyder	58 72
Joslin & Carpenter	1 25
Basman & Co.	3 65
D. M. Kinnear	60 48
Silver, Burdett & Co.....	205 64
Orville Brewer Pub. Co.	141 61
American Book Co.	372 55
Holken Pat. Book Co.	70 61
S. Goldberg	10 19
Chas. E. Keefe	23 93
James M. Crane	9 35

John Sloan	2 60
D. J. Hyndman's Sons	26 92
A. B. Dick & Co.	46 52
Geo. Crawshaw	3 00
Lawson Hardware Co.	7 13
Jas. Horton	5 42
Rand & McNally	40 04
Johnston Hardware Co.	20 15
Theo. Merritt's Sons	16 45
American Library Co.	12 00
Remington Typewriter Co.	75
Ives Polish Co.	50
Newburgh Journal Co.	9 80
Newburgh News P. & P. Co.	21 75
National Alumni	37 50
Mailler & Doyle	2 00
J. B. Quinlan	24 00
Henry Holt & Co.	7 00
Mark Crawshaw	16 09
W. L. Smith	9 00
Belknap & McCann	3 63
Chas. T. Roosa & Co.	18 14
John W. Hey	2 60
J. P. Convery's Sons	1 50
The Macmillan Co.	61 64
	<hr/>
	5,172 61

PRINTING.

Newburgh News P. & P. Co.....\$	278 90
Newburgh Register	75 00
Newburgh Journal Co.	182 10
Commercial Printing Co.	41 25
A. Woolsey	11 25
	<hr/>
	588 50

INCIDENTALS.

Hudson River Telephone Co.	35 75
Uriah Traphagen	63 14
Mrs. S. E. Oakley	40 00
Educational Pub. Co.	3 00
F. Van Nostrand	1 00
Thos. Johnston	1 00
Colonial Telephone Co.	107 13

United Education Co.	1 00	
Educational Review	3 00	
N. S. Taylor	22 50	
Muchattoes Lake Ice Co.	7 38	
Everett Garrison	5 00	
James M. Crane	198 34	
N. Y. Education Co.	1 00	
A. W. Mumford	1 00	
Oliver Typewriter Co.	60 00	
American Education Co.	1 00	
A. S. Barnes Co.	1 00	
A. H. F. Seeger	200 00	
George Crawshaw	24 72	
C. W. Bardeen	1 00	
J. Ottman Lith. Co.	56 96	
Yuess Gardens Co.	10 35	
John Geyer	15 25	
L. P. Waite & Co.	5 00	
C. Delsseeroth	1 45	
Charles E. Moscow	39 00	
Newburgh Planing Mill Co.	27 26	
F. M. Taylor	127 00	
W. J. Kennedy	13 00	
J. J. O'Grady	6 55	
A. M. Cook	2 50	
		<hr/>
		1,081 28

MANUAL TRAINING.

Newburgh Planing Mill Co.....	506 55	
Weed & Bagshaw.....	60 15	
Newburgh Lumber Co.....	34 00	
Est. James Bayne.....	18 03	
		<hr/>
		618 73

COMPULSORY EDUCATION.

C. B. Galatian (expenses).....	37 72	
C. B. Galatian (salary).....	600 00	
N. Y. Catholic Protectory.....	290 21	
Westchester Temporary Home.....	354 92	
		<hr/>
		1,282 85

LIBRARY.

Thos. M. Hawthorne.....	1,000 00	
Lillie O. Estabrook.....	800 00	
C. V. A. Oakley.....	500 00	
		<hr/> 2,300 00

LIBRARY FUND.

Newburgh News P. & P. Co.....	243 50	
E. A. Posselt.....	17 50	
McClure & Phillips.....	34 20	
Geo. W. Green.....	737 08	
N. Y. Gen. & Bio. Soc.....	3 00	
Newourgh Journal Co.....	112 10	
Benjamin M. Brink	2 00	
R. R. Bowker.....	21 00	
Literary Digest	3 00	
Neil Morrow Ladd Book Co.....	2 50	
W. E. Grumman.....	1 90	
Dodd, Mead & Co.....	11 13	
Review of Reviews.....	6 00	
A. S. Clark.....	7 25	
H. W. Wilson Co.....	9 00	
W. B. Darrach.....	54 95	
Mass. Soc. Mayflower Dec.....	2 00	
Funk, Wagnals Co.....	5 00	
N. E. Historical Society.....	3 00	
Balch Bros.....	2 20	
International Text Book Co.....	44 00	
Commonwealth of Massachusetts.....	3 50	
William Abbatt	5 00	
American Library Co.....	12 00	
Gustav Stickley	3 00	
National Alumni	37 50	
Gustav Anjou	10 00	
Jas. T. White.....	8 00	
The Dial Co.....	2 00	
John D. Worris Co.....	24 60	
J. A. Edwards.....	4 00	
The Washington Post.....	7 20	
		<hr/> 1,439 11
Interest and Insurance.....		2,037 05
Clerk's Salary		2,000 00

JANITORS.

Alexander J. Withers.....	875 00
Jonathan Sterling	800 00
James S. Wands.....	900 00
William E. Ward.....	1,100 00
John Stone	650 00
E. Wiltsie	600 00
Edward L. Sterling.....	600 00
	<hr/>
	5,525 00

TEACHERS' WAGES.

W. H. Doty.....	1,800 00
C. W. Lockwood.....	1,100 00
D. G. Barr.....	765 00
Guy H. Catlin.....	100 00
Dora M. Townsend.....	955 00
David C. Scott.....	990 00
Snyder J. Gage.....	110 00
Ida C. LeRoy.....	850 00
Anna Jewell	750 00
Elsie B. Scott.....	850 00
R. Bell Chapman.....	750 00
Anna M. Tole.....	735 01
Jane A. Carmichael.....	750 00
Jennie Marvel	750 00
Katherine Lozier	600 00
Alice Hitchcock	600 00
Elizabeth Sheridan	600 00
Marietta Shaw	600 00
Ethel Gavey	336 71
Georgiana Greenwood	31 69
Alex. Hutchinson	1,300 00
William Sanxay	339 00
S. W. Holdredge.....	200 00
Edythe Miller	326 25
William H. Kelly.....	1,300 00
A. P. Hasbrouck.....	450 00
Kate A. Flanagan.....	500 00
Mary F. Van Wyck.....	450 00
Caroline Millapaugh	450 00
Eliza W. Kidd.....	450 00
Mary E. Wilson.....	450 00
Sara K. Bannon.....	450 00
Annie Clark	450 00

Anna M. Barnes.....	500 00
Mary E. Garvey.....	450 00
Almira Seaman.....	450 00
Mabelle C. Bond.....	401 63
Agnes McCullough.....	450 00
Eva G. Penney.....	450 00
Jennie M. Boyd.....	445 50
Elberta Ames.....	405 00
Gertrude Reilly.....	45 00
Martha Woodburn.....	45 00
Chas. E. Snyder.....	1,300 00
Margaret J. Fawcett.....	362 25
Emma C. Barnes.....	500 00
Emma Everitt.....	500 00
Grace A. Minty.....	405 00
Effe L. McConnell.....	450 00
Mary A. Smith.....	900 00
Harriet A. Van Duzer.....	450 00
Helen G. Montfort.....	405 00
Carrie B. Ronk.....	450 00
Gertrude Van Cleft.....	450 00
Olive R. Cronin.....	450 00
Margaret J. Fowler.....	450 00
Alberta Van Cleft.....	225 00
Isabella H. Dougherty.....	450 00
Jessie F. Vincent.....	450 00
Sarah W. Snowden.....	450 00
Agnes Templeton.....	600 00
Ira D. Minard.....	1,300 00
Annie E. Bayles.....	600 00
Mary E. DeLancy.....	487 50
Elizabeth Totten.....	500 00
Lillie A. Brundage.....	450 00
Jean C. Hamilton.....	450 00
Mary McCullough.....	452 25
Alice H. McConnell.....	450 00
Martha Henderson.....	450 00
Mabel T. Leeper.....	450 00
Anna F. Wells.....	447 75
Annie E. Flanagan.....	450 00
Anna I. Ryan.....	450 00
Jennie McGiffert.....	448 88
Lily I. Van Wyck.....	500 00
Ella Chadborn.....	450 00
Emma F. Wells.....	450 00

Lucia Twiname	450 00
Alice Booth	450 00
Jennie M. Wells.....	450 00
Bessie M. Cotton.....	450 00
Harriet M. Peck.....	448 31
Janet M. Barr.....	450 00
Helen R. Hunter.....	343 13
Agnes C. Miller.....	900 00
Ida Henderson	450 00
Ada Meginn	450 00
Mary Caldwell	405 00
S. Frances Kimball	445 50
Florence Beakes	448 88
Loretta Theall	448 88
I. Jeannette Sloan.....	450 00
Edith Grimley	450 00
Eliza Hannan	450 00
Neillie M. Bennett.....	450 00
Emily V. Haigh.....	450 00
Olive Withers	111 00
Geo. E. Atwood.....	1,300 00
Helen G. Ruttenber.....	450 00
Clara E. DeLancy.....	486 25
Emma R. Weed.....	450 00
Mabel Daniher	450 00
Lillie H. Fowler.....	450 00
Anna G. Egan.....	447 75
Margaret M. Malloy.....	450 00
Margaret Shaw	455 00
Josephine Jansen	450 00
Maud I. Winans.....	450 00
Abbie L. Colden.....	450 00
Fannie R. Laib.....	360 00
Ethel L. Harris.....	450 00
Edith Avery	448 88
Harriet J. Fowler.....	450 00
Jessie Holland	450 00
Frances A. Ritchie	450 00
Grace L. Smiley.....	450 00
Elizabeth Dehaney	450 00
Emma Colden	600 00
Millicent Scott	45 00
Helen Woodburn	45 00
Katherine Ross	233 08
Irene McCord	94 60

Mary Burhans	242 66
Mabel Cromwell	146 58
Ethel McCullough	253 07
Julia Wells	4 23
Edna Chatterton	5 92
Maud Templeton	186 98
Sadie Beakes	1 69
Maud Poyer	13 53
Jennie Mitchell	30 92
David Bennett	85
Eleanor Bassoni	83 04
Viola Montfort	34 92
Emma K. Wolfe.....	51 70
Adelaide Kidd	1 69
Florence Smith	85
Maud Powell	1 69
Paula Fuller	85
Ada S. Fuller.....	20 07
Mrs. Hyndman	85
	<hr/> 63,662 77
Total expenditures	\$ 97,279 63
Balance on hand Oct. 1, 1906.....	661 25
	<hr/> \$ 97,940 98
Balance in General Fund.....	\$ 12 27
Balance in Library Fund.....	649 08
	<hr/> \$ 661 25

Newburgh, October 1, 1906.

We have examined the above financial statement and certify the same to be correct.

W. R. PERKINS,
HIRAM LOZIER,
HOWARD THORNTON,
Committee.

Superintendent's Report.

To the Board of Education,

Gentlemen:—I respectfully submit this my sixth annual report of the public schools of the city for the year ending September 30, 1906:

STATISTICS.

Population of the City (estimated).....	27,000
Boys, 2,797.	
School population (5-18)	5,859
Girls, 3,062.	
Boys, 2,051.	
Total net enrollment	4,212
Girls, 2,161.	
Aggregate days' attendance	633,757
Average daily attendance	3,299
Average daily attendance per cent of net enrollment...	77.6
Average membership	3,560
Average daily attendance per cent. of average membership	92.2
Number of school buildings	6
Number of sittings (single desks).....	3,971
Number of regular teachers employed	110
Number of class rooms	97
Number of pupils to a class room (total registration) ..	43.5
Number of pupils to a class room (average membership) ..	36.6
Number of pupils graduated from the Grammar Dept..	145
Average age of the same	13.7
Number of pupils graduated from the Academic Dept..	57
Average age of the same	17.9
Cost of Teaching and Supervision	\$ 65,662 77
For all other school expenses	32,278 21

Total expenditures	97,940 98
Cost per pupil based on cost of teaching and supervision (total net enrollment)	15 56
The same based on average membership	18 44
Cost per pupil for teaching and supervision, based on total expenditures (total net enrollment)	23 25
Cost per pupil based on total expenditures (average daily attendance)	32 71
Number of children over 8 and under 14 years of age in the City, June 30, 1906.....	2,854
Number of such children registered as attending the public schools	2,426
Number of such children receiving instruction elsewhere	375
Average daily attendance of such children at the public schools	2,375
Attending school elsewhere	355
Number of children over 14 and under 16 years of age in the City, June 30, 1906.....	845
Number of such children attending public schools.....	528
Receiving instruction elsewhere	67
Number of cases investigated by Attendance Officer...	1,072
Number of cases reinvestigated	197
Number of arrests of habitual truants made by Attendance Officer during the year	30
Number of children committed to truant schools.....	13
Number of volumes in the school libraries.....	4,669
Number of volumes in the Newburgh Free Library...	29,516
Total number in both	34,185
Number of licensed teachers employed 160 days or more during the year ending June 30, 1906.....	110
Assessed value of property of City (1906):	
Real estate	\$ 10,276,450
Personal property	456,050
Total valuation	10,732,500
Bank stock	1,369,800
Total	12,102,300

ATTENDANCE.

Net enrollment by schools.

	Boys.	Girls.	Total.
Academy	229	269	498
Washington Street	384	361	745
Grand Street	320	395	715
South Street	494	489	983
West Street	207	247	454
Liberty Street	417	400	817
Total	2,051	2,161	4,212

AVERAGE ENROLLMENT AND DAILY ATTENDANCE BY SCHOOLS.

	<i>Average Enrollment.</i>	<i>Average daily Attendance.</i>	<i>Per Cent.</i>
Academy	449	421	93.3
Washington Street	606	581	96.0
Grand Street	594	565	95.0
South Street	852	789	92.6
West Street	355	322	90.7
Liberty Street	703	650	92.5
Total	3,559	3,328	93.5

NUMBER ENROLLED IN DEPARTMENTS BY SCHOOLS.

	<i>Academic.</i>	<i>Grammar.</i>	<i>Primary.</i>	<i>Total.</i>
Academy	407	91	...	498
Washington Street .....	...	152	593	745
Grand Street .....	...	185	530	715
South Street .....	...	213	770	983
West Street .....	...	62	392	454
Liberty Street .....	...	145	672	817
Total	407	848	2,957	4,212

The schools were in session 192 days. The net enrollment was 4,212, average enrollment 3,560; average daily attendance 3,299; aggregate days' attendance 633,757; school population (5-18) 5,859.

Compared with last year's record these figures show a decrease of 40 in the net enrollment, an increase of 29 in average enrollment, of 18 in average daily attendance, and of 15,395 in aggregate days' attendance.

With the helpful aid and co-operation of our very efficient Attendance Officer and school principals, every available effort has been made to enforce the provisions of the Compulsory Education Act. We would also acknowledge the valuable aid given us by our City Recorder, Mr. Hyndman, in the execution of the attendance laws. The results were not entirely satisfactory—we would recommend more stringent measures the coming year.

Truancy in very many cases is the first step towards crime. Hence it becomes our duty to the community and to the State to spare no effort to induce these wayward children to right living by keeping them in school and interesting them in their work, at least until they are old enough to be legally employed, and if possible for a longer time.

From an article contained in the Second Annual Report of the N. Y. State Education Department, entitled, "Illiteracy in New York," we quote the following: "The school attendance laws and the child labor laws are harmonious and are to be kept so. The law is intended to operate against parents quite as much as against children, and properly so. Indifferent, avaricious, or dissolute parents are responsible for at least 90 per cent. of the unlawful absence of children from school. It is idle to punish children and let the parents, who are more responsible than they for the delinquency, go free. Delinquent children are to be gathered up, and delinquent parents who rob them of their right are to be punished until they will be glad to respond to the demands of the laws, if not to the natural obligations of parents."

The forgoing statements clearly set forth the attitude of the Department as to the enforcement of the compulsory education law.

Thirteen boys were sent to truant schools during the year, 10 to the Westchester Temporary Home and 3 to the New York Catho-

lic Protectory; with one exception these boys were committed by the consent of their parents. In fact, parents have generally shown a disposition to comply with the law when requested to do so, but their lack of ability to control their children has compelled the school authorities to resort to severe measures in some cases. It would seem to be a blessing rather than a punishment to the children who are removed from the degrading influences of home and neighborhood environment and placed in institutions where they are properly cared for.

The following report of our attendant officer, Mr. C. B. Galatian, for the year, will show that we ought to be classed with the cities of the state which are at least "making some effort to enforce the law.

Total number of visits made.....	1,265
Total number of cases investigated	1,072
Total number of cases re-investigated	193
Children kept at home (temporary necessity).....	152
Children kept at home (neglect)	73
Children kept at home by sickness	347
Children kept at home by poverty	55
Children transferred from one school to another.....	18
Children withdrawn from school—left the city.....	42
Children withdrawn from school—at work.....	73
Children found to be truants and returned to school.....	227
Children found to be truants and committed to Truant School by parents through officer	5
Children found to be truants and committed to Truant School on complaint of officer	2
Children found to be non-attendants and placed in school..	54
Children found to be non-attendants and committed to Truant School by parents, through officer.....	5
Children found to be non-attendants and committed to Truant School on complaint of officer	1
Sentenced to Truant School, sentence suspended.....	1
Children found to be employed contrary to Compulsory Act and placed in school	19

During the whole year there has been no general illness among the pupils to seriously interfere with their attendance or school duties, and the health of the teachers has been generally good.

One hundred forty-five pupils were graduated from the grammar schools and fifty-seven from the Academy. The number of Academic graduates excelled that of any other year. The general work throughout the grades has been above the average.

The drawing and manual training exhibit made at the end of the year showing the work of the different grades in these departments, was excellent and received much praise from the many visitors who inspected the work.

We also received the first prize both in manual training and drawing at the Orange County Fair.

The year has been a very busy one. There was plenty of work to do and willing hearts and ready hands performed their tasks faithfully and well. On the whole the results of the year's work have been encouraging and satisfactory. Every one connected with the school system has shown a friendly helpful spirit and a willingness to co-operate in everything promotive of the best interests of the schools.

SOME CHANGES.

At the beginning of the year bi-monthly written examinations in all subjects were substituted in all the grades for the monthly examinations previously used; and uniform examinations prepared by the Superintendent were given to eighth grade classes. After a year's trial the changes have proved satisfactory. It might be well to extend the uniform examinations to all the grades.

The bi-monthly plan provides enough tests of the pupils progress. It affords a wider range for questions and more time for uninterrupted study. It also relieves the teachers in a measure from devoting time to writing questions and marking examination papers, which could be spent more profitably in instruction.

Heretofore we have not taken Regents examinations. The Education Department have approved our four year courses of study and have granted certificates for admission to Normal Schools and other professional schools to such of our graduates as required them.

Amendments to the general rules of the Regents made April 26, 1906, require that all approved high schools and Academies in the state in order to share in the apportionment of money for the Academic quota and for attendance of Academic students and for tuition of non-resident students shall be required to take the academic examinations prescribed by the Regents. They also make the Regents Credentials their only recognized standard for admission to the State Normal and training classes.

In view of these requirements the committee on schools recommended that the Regents examinations be given to the students of the Academy in the last two years of the course and at such other times as are most convenient to the school.

They also recommended that courses of study revised to more fully conform to the requirements of the New Syllabus of the Regents be adopted in place of the ones now in use at the Academy. Their recommendations were adopted by the Board.

Our modified courses of study as adopted were approved by the Regents. They also favored our bi-monthly tests and other local examinations for promotion and graduation of our pupils.

It is our wish both in our elementary and high school departments to conform as far as possible to the requirements of the New Syllabus. By this course we trust that a higher standard of work in our schools will be realized.

SCHOOL BUILDINGS.

The Board made the usual tour of inspection of the school property early in May to ascertain what repairs were needed. They found by examination that in addition to the usual repairs made necessary by the constant wear of some 4,000 children throughout the year, that the ceilings of eight class rooms in Washington Street School, eight rooms in Grand Street School, ten rooms and a hallway in South Street School, twenty-seven in all, were unsafe and needed early attention. During the summer vacation all needed repairs were made in all the school buildings and metal ceilings were put in all the rooms mentioned.

At the opening of school in September, all the work had been

completed and the buildings and grounds without exception were in excellent condition. Special mention ought also to be made of our faithful and efficient janitors, principals and teachers for their care and protection of the school property.

A conservative estimate of the value of school buildings, furniture and grounds, made by the President of the Board and the Building Committee, all experienced men in real estate values, is as follows:

<i>Name of Property.</i>	<i>Grounds.</i>	<i>Buildings and Contents.</i>
Library	\$ 5,000	\$ 50,500
Academy	17,500	80,000
Washington Street	4,000	60,000
Grand Street	10,000	50,000
South Street	5,000	70,000
West Street	3,000	25,000
Liberty Street	3,000	60,000
Clinton Street	1,000	6,000
Total	\$ 48,500	\$401,500—\$ 450,000

SCHOOL ROOM.

Although we have comfortable well equipped school buildings, the question of providing additional room for the children of the city, is pressing itself upon the attention of the Board.

Our six schools have a total of 97 class rooms with seats for 3,971 pupils, an average of 40 to a room.

Based on total net enrollment (4,212) there would be 44 pupils to a room, and on average enrollment (3,560) 37 pupils to a room. If an equal number could be placed in each class room the pupils would be fairly well accommodated, but still there would be too many to each teacher for the most effective work. But this plan of course is impracticable in graded schools. In some grades there are a few seats to spare, in others more pupils than seats. The crowded condition exists principally in the first grades and in the Academy. By the transfer of pupils from one school to another

relief was afforded in the other grades. There is at present one first grade class of 60 pupils in Washington St., one of 67 in Grand St., one of 60 in Liberty St., and one of 73 in South St., each of which has been divided into half-day sections.

The large attendance at the Academy has made it necessary to divide the classes into sections for recitation purposes. Much difficulty and inconvenience has been experienced from lack of rooms, to carry out this plan.

A part of the chemical laboratory has been fitted up for a recitation room, and all available space in the building has been brought into service, but still more room is needed for recitations and for laboratories in the science work required by the Regents' New Syllabus. The removal of the two eighth grade classes from the Academy would give us the much needed room, but there is no place for them elsewhere.

A new school building, centrally located, would afford the needed relief.

TEACHERS' MEETINGS.

The monthly meetings of the teachers for the discussion of methods, school management and of other subject having a practical bearing on the work of the schools, were especially interesting and helpful. The meetings were favored by the following addresses: "Sources of Growth," by Supt. S. R. Shear, of Kingston; "Present Tendencies," by Principal M. T. Scudder, of New Paltz; "Co-operation and compromise in school work," by R. E. Coon, of Poughkeepsie, N. Y.

All of these addresses were of a high order of excellence and much appreciated by the teachers.

At the other meetings original and selected papers were read by the principals and teachers of South Street school and the Academy and by the Superintendent.

At the January meeting a very enjoyable and interesting account was given of the Syracuse Educational Convention, held during the holiday week, by the Newburgh teachers who attended the convention.

Suitable public exercises were given in all the schools in observance of the days required by the rules of the Board and all other requirements and recommendations of the State Education Department and of your honorable body have been complied with.

The voluntary Thanksgiving offerings of the pupils of the schools for the aid of destitute school children, amounted to \$290.56, besides contributions of clothing. The money was all used for the purchase of shoes and rubbers for those in need.

RESIGNATIONS AND APPOINTMENTS.

Eleven of our teachers resigned during the year. The following from the Academy: David C. Scott, for five years the efficient instructor in Latin and Greek; David G. Barr, instructor in mathematics and ancient history, and Edyth D. W. Miller, principal's assistant.

From the grammar schools, Fannie R. Laib, Margaret J. Fawcett, Alberta Van Cleft, Mary Caldwell, Helen G. Ruttenber, Elberta Ames, Helen G. Montfort, Mabelle C. Bond. All of these teachers were well qualified for their work and were faithful and conscientious in the discharge of their duties.

The death of Miss Grace A. Minty, which occurred July 24, last, after an operation in St. Luke's Hospital, removed from our corps of teachers one who was greatly loved and respected by her pupils and fellow teachers. Miss Minty was a graduate of the Newburgh Free Academy and of the Albany Normal College, and had been a teacher in the Grand Street school for nearly fourteen years. She possessed many rare qualifications, fitting her especially for her chosen work. She was an excellent disciplinarian, and displayed rare tact in the management of her pupils. In her death, our schools have lost a valuable, efficient and successful teacher.

The following appointments were made: Snyder J. Gage, instructor in Latin and Greek at the Academy. Mr. Gage is a graduate of Union College and of the State Normal College at Albany, and has had five years' experience as principal and teacher of Latin and Greek in the high school at Mystic, Conn.

Guy H. Catlin, instructor in mathematics and ancient history at

the Academy. Mr. Catlin is a graduate of Hobart College, N. Y., and has four years' experience as teacher, the last two of which as vice-principal and teacher of mathematics in the Washington Irving High School, at Tarrytown, N. Y.

Ethel L. McCullough, Eleanor R. Bazzoni, Agnes Gertrude Reilly, Millicent C. Scott, and May M. Burhans, graduates of the State Normal College, Albany; Katherine M. Ross, Maud H. Templeton, Helen Woodburn and Martha Woodburn, graduates of the Jamaica Normal School, were appointed to positions in the primary department.

This annual report serves two purposes. The first to give for the information of your honorable body a brief summary of the repairs and improvements made to the school property in order to provide for the material well being of the children, and a brief account of the educational work that has been done for their mental and moral advancement.

The second to furnish information to the public, that dominant factor in the public schools, of the aims and purposes of the schools and the means used to accomplish the same, with a detailed statement of the expenditures involved.

School authorities, State and local, the public, especially parents, and teachers, are the factors chiefly concerned and mainly responsible for the development, maintenance, management and educational work of our public school system. All of these factors have responsibilities in proportion to their power and capacity, for responsibility walks hand in hand with capacity and power. Commissioner Draper, in his last annual report, truly says: "The responsibility of school boards, especially in cities, is very great and the opportunities which come to them for splendid public services are also very great."

How can they meet their great responsibility? They can provide for the material well being of the children by the construction of comfortable, convenient, sanitary and well-equipped school buildings with attractive grounds around them. They can appoint well qualified teachers and adopt courses of study best adapted to the mental training of the children, provide for proper supervision and

in other ways promote and encourage the efficiency of the schools under their charge.

Of course Boards of Education may stand in the way of the very highest interests of the public whom they serve, but the cases are rare in which they do, and the remedy is in the hands of the public whose representatives they are. The public have greater responsibility to the schools than Boards of Education, because they have greater power. They elect the members of the board and the character and quality of our schools depend upon the kind of representatives they elect. This of course is determined by the plane of educational sentiment in the community and upon the will of the parents concerning their schools. The character of our schools will measure up to public demands. Enlightened, rational educational sentiment will lift the schools of any community to a high standard of excellence. If the public really aims to give the highest efficiency to our schools as a means for the physical, mental and moral training of our children and work faithfully and intelligently to that end, school boards may be relied upon to work in harmony with them.

It follows then that one of the most effective measures for the betterment of our schools is to create a healthy public sentiment concerning them.

The friendly attitude of the press of the city towards our schools has exerted a very helpful influence in moulding public sentiment in their favor.

TEACHING FORCE.

It is generally conceded that the success of any school system depends mainly upon the quality and character of the teaching force. The best material equipment will fail to make good schools if scholarship, ability and devotion is lacking in the teachers. School authorities may formulate plans and elaborate courses of study, but it requires an adequate teaching force to give them life and efficiency.

Our corps of teachers (110) is composed of earnest and faithful men and women, who are not only legally qualified, but who have devoted the full measure of their ability to their chosen work. The rules of the Board, adopted March 9, 1898, provides that "No

application for employment as a teacher in the primary or grammar grades will be considered unless the applicant has graduated from a class or school for the professional training of teachers, having a course of study approved by the State Superintendent of Public Instruction, or is otherwise qualified by law." This provision has been strictly enforced by the Board.

Our teachers have certificates as follows:

College graduate certificate	1
College diplomas and normal school diploma.....	1
College diplomas and training class diploma.....	1
Normal School diploma and university training.....	2
Training class diploma	1
State certificates	2
State certificates and university training	1
Normal school diplomas	58
Local license, approved by N. Y. State Ed. Dept.....	43

Total 110

But more than education and professional training is needed to make successful teachers. Superintendent Gorton, of Yonkers, says, in his report for 1905: "Even more than scholarship, special training and aptness to teach ought to be expected, and is asked, of teachers in public schools to-day. The child carries into later life only a little of what he has learned from books in schools, but much which he has unconsciously acquired from habit and association.

"By the latter his whole career may be ordered. The teacher with broad culture, gentle manners and knowledge of childhood may influence his future more and better than will the most scientific instruction from books.

"Teachers should be people of such bearing, attainments and character that the most exacting may entrust his children to their control and guidance with perfect confidence."

This standard is doubtless ideal, but difficult to attain. Probably our teachers as a whole measure up to it quite as well as those of other cities in the State.

At their meeting in August last the Board adopted a recommendation made by the Teacher's Committee, that beginning Octo-

ber 1, 1906, \$500 a year be the minimum salary of teachers in the grammar department, and also that an additional \$25 a year be given to the teacher who plays the piano and has charge of the music in certain specified schools.

CO-OPERATION OF TEACHERS AND PARENTS.

Friendly relations between parents and teachers are essential to the best interests of the children and of the schools. These relations should be sympathetic, helpful, harmonious. Teachers and parents should become acquainted with each other for their mutual benefit. They should take council of one another.

"Teachers should know something about the homelife and parents the school life of the children in order to bring about hearty sympathy and cooperation between the two. In this way parents learn the difficulties of the teachers and in turn the teacher learns the trials of the parents and both come to realize that they are working to one end? A bond of sympathy is formed between them which the children are not slow to perceive and appreciate. When parents and teachers are close friends the children want a part in the friendship and become responsive to the teacher's efforts in their behalf."

But in the moral training of our boys and girls, in the formation of habits of truthfulness, honesty, sincerity, obedience to authority and charity for others,—in short the building up of character—the home should work in unison with the school.

To have correct moral principles, regulate their conduct through life is far more important to them than the highest mental and physical development. It has been truthfully said that "No artist work is so high, so noble, so grand, so important for all time as the making of character in a child."

In conclusion I wish to express to the principals and teachers my sincere gratitude for their loyal support and co-operation, and to you, gentlemen of the Board, my sincere appreciation of your friendly aid and counsel, and the courtesy and consideration uniformly shown me.

Respectfully submitted,
JAMES M. CRANE,
Superintendent.

Report of Principal of Free Academy.

Mr. James M. Crane, Superintendent of Schools,

Dear Sir:—The attendance at the Academy has increased more rapidly than has the population of our city. This fact is gratifying to all who are interested in education. We should endeavor, by our methods, courses and requirements, to encourage as many as possible to remain with us to complete a course of study and graduate. The Academy will best fulfill its mission in the community when it does the greatest good to the greatest number, not when it serves only the few most highly favored intellectually.

The attendance, in the two grammar classes still remaining at the Academy, averaging about ninety, has varied little since 1901, while in the academic department the increase has been more than 25 per cent., as shown:

ATTENDANCE OF ACADEMIC PUPILS.

1901-'02	330
1902-'03	347
1903-'04	353
1904-'05	410
1905-'06	416

In the academic department, the attendance of non-resident pupils has increased in about the same ratio.

ATTENDANCE OF NON-RESIDENTS IN ACADEMIC DEPARTMENT.

1901-'02	62
1902-'03	52
1903-'04	63
1904-'05	76
1905-'06	83

The non-resident pupils are a selected group from neighboring communities; as a rule, they are above the average in ability, are studious, interested in their work and are a desirable addition to the

school. The "free tuition act" has doubtless increased the attendance of such pupils, but it has not made the marked difference which might have been expected. If our accommodations will not allow us to receive all who may apply, some admission requirement should be adopted to exclude those least well prepared.

The graduating class this year contained 27 boys and 30 girls; total, 57. This, our largest class, is worthy of note for its size, but especially for the large proportion of young men. We should carefully foster the spirit and conditions which tend to produce such a result. It would not be unusual, in many high schools, to find in a graduating class with thirty girls, but from four to ten boys.

GRADUATING CLASSES NEWBURGH FREE ACADEMY.

June, 1902	51
June, 1903	45
June, 1904	40
June, 1905	54
June, 1906	57

The courses of study which have been followed at the Academy, with but slight changes, for more than seven years, were so closely in accord with the requirement of the new syllabus that, with two minor additions, they were approved by the Commissioner of Education. It seemed wise, however, to make several changes so as to conform our work more closely to the "model courses" recommended by the Department and to meet the admission requirements of the Normal Schools. After corresponding with the principal high schools of our state and several in other states, under your direction, and with the advice of the Department, the following changes were recommended and have been approved: Geometry was changed from the third to the second year in all the courses; physics was changed from a second year subject to a third; chemistry was transferred from third to fourth year; double entry bookkeeping from second to first; ancient history was given increased importance by placing it in the second year instead of the fourth. The English of the first year was consolidated and somewhat changed in character. The length of the modern language courses was changed

from two years to three years, and a fourth year of drawing was added to meet the requirements of the Normal schools.

We have greatly strengthened the work in history, by increasing the number of those who will be required to study ancient history, and by making the course continuous for three years. An added year in French and German will increase the value of these courses. The science work should be improved by the added year of maturity on the part of the pupils. The change of geometry to the second year is in conformity with the general practice throughout the state. Double entry bookkeeping in the first year is somewhat in the nature of an experiment. The classical languages and mathematics are practically unchanged.

The new courses, as published in this report, cannot be fully in operation until 1907. The test of practical application will doubtless develop the necessity for amendment in some particulars. A course of study should be carefully adjusted to the "individuality" of a community, not imposed upon it from an outside authority. I believe that our conditions are somewhat unique in regard to those who are seeking the advantages of the high school, especially in the large number of boys who undertake to complete a course and graduate. We shall do wisely to conserve this distinction, and not to discourage it as seems to have been done in some places.

The introduction of Regents' examinations the coming year should not greatly affect our work. Teachers will doubtless, after a little experience, gain in ability to prepare pupils for these tests, and some time will be required to create in the pupils the attitude toward the examinations which prevails in Regents' schools. If we chose to be alarmed by murmurings which have arisen in the state, and by criticisms which have been made by some prominent educators, we might believe that the Regents would take away all freedom and individuality on the part of the teachers, prevent all inspirational teaching, and destroy the reputations of all but the most irrational drill masters. The newly adopted plan for preparing the question papers and the new system of grading them are intended to remove causes of criticism. We expect the examinations to prove a stimulus to both teachers and pupils.

General good health prevailed throughout the year. Our pupils

were mostly faithful to their tasks, courteous to their teachers, and felt the obligation of self-control and self-direction so important in character formation and in preparation for citizenship.

In recent reports most of our school activities have received fuller notice than can be given in this. Public declamation and the giving of quotations have grown in general favor. The various school organizations have been well maintained. Fire drills and the regular patriotic and other entertainments were held during the year. At Thanksgiving time the pupils contributed \$63.00 and 38 packages of clothing. At the Washington's Birthday entertainment the local chapter of the Sons of the American Revolution presented to the school a copy of Stuart's Washington. The presentation was made by Mr. Wm. H. Kelley, president of the chapter; the picture was accepted by Mr. Samuel E. Shipp, president of the Board of Education, and an address was delivered by Mr. Darwin W. Esmond. The Daughters of the American Revolution presented prizes for the best essays upon historical themes and provided a speaker for our Flag Day celebration. They intend to make this a permanent arrangement.

To the boy and girl who answered the most questions in the general information test, five dollar gold pieces were given, as prizes, by the president of the Board of Education, Mr. S. E. Shipp.

The alumni again furnished the McCroskery prizes for essays in the senior class, and the scholarship in college, which was won by Miss Maude B. Layman. Dr. Wm. K. Hall preached the baccalaureate sermon to the graduating class. He was also with us on Memorial Day and gave his fourth annual address upon "Great Battles of the Civil War." Dr. Hall always interested and instructed the pupils. His coming was eagerly anticipated and he always received an enthusiastic welcome. His abounding sympathy and intense manliness impressed the school and did us good. Memorial Day will have an added significance when on its return we recall his expectation of being with us again.

I repeat a recommendation of previous reports, in saying that our need of a biological laboratory is growing more imperative under the requirements of the new syllabus. Our chemical laboratory, which was one of the first in this part of the state, needs remodelling.

Music, elocution and physical training deserve more attention than we are giving to them.

In closing I would express my high consideration for the faithfulness of my co-workers at the Academy. They give freely of strength and time to maintain the reputation of the school, and in a higher sense, to meet the obligations of those who must touch young lives at a most critical period and largely contribute to forming character.

I wish also to express appreciation of continued kind consideration and generous support from the Board of Education and the Superintendent.

Respectfully submitted,

WILLIAM H. DOTY.

Report of Principal of Washington Street School.

Superintendent J. M. Crane,

During the year 1905-6 seven hundred forty-five pupils attended Washington Street School. Of this number one hundred fifty-one were in the grammar department and five hundred ninety-four in the primary classes. The attendance of pupils was carefully looked after and our average kept up fairly well for the entire year.

By reason of the large attendance in the lowest grade it was found necessary to give half-day classes to one teacher. In all other classes pupils attended both daily sessions.

The admission of little ones at any and all times of the year is in a measure detrimental to the progress of first grade pupils, and it seems advisable for the Board to establish a rule admitting them but twice a year, say in September and February. In this way a better classifying would be obtainable and quite as good progress made by all.

We had some cases of truancy, and other cases in which parents were at fault, yet in most instances the enforcement of the truant law was decidedly beneficial.

In this connection it might be well to secure a better attendance during the month of September.

For various reasons, one of which is that many of our pupils are of foreign parentage, it might be advisable to require all to salute the flag and possibly repeat the pledge of allegiance at the opening exercises each morning.

In April our school was visited by State Commissioner A. G. Clement, of Albany, who made quite an extended stay and asked many questions concerning our work. He also read quite a few compositions in the various rooms and carefully noted the marks for attendance, not forgetting to examine the excuses for absence, and in but few instances criticising the reason given by parents for such

absence. At the conclusion of his visit he complimented our school, which was of course gratifying to all of us.

Our teachers have covered the ground required by the Board in the several studies, and in all grades the percentage of promotions has been fully maintained.

In the matter of text books, a change in geography is still thought desirable by those who teach that subject, and while the financial feature of substituting another publication for the one now in use must be considered, it is believed that benefits that would accrue to the pupils in such an event would vastly outweigh other considerations, particularly in all grades up to the ninth. Mawry's "Elementary Geography" and "Manual of Geography" are well worth an examination.

A great many foreigners have located near our school and many children have been taken in that could not speak a word of our language. By constant association with our pupils, coupled with hard work on the part of teachers, this difficulty is overcome, and some of the children make considerable progress.

The expenditure of quite a sum for the services of substitute teachers leads to the suggestion that it might be well to consider the physical condition of applicants for positions.

Our teachers are, as a rule, well interested in their work, while their promptness of arrival at school is vouched for by the fact that we had but one case of lateness during the entire year, and this was caused by the failure of the street cars to make proper connections.

Eighty-nine new volumes were added to our library during the year and it now numbers six hundred forty-two publications. Many of our pupils seem anxious to take them home for perusal.

Our grounds are beautiful and are well cared for, and such environments can but have a good effect upon the hundreds of children that attend our school.

I am grateful to our teachers for their hearty co-operation in the labors of the year, as well as to those who have the oversight of our schools, including the Superintendent and the Board of Education.

WM. H. KELLY,
Principal Washington St. School.

Report of Principal of Grand Street School.

Mr. James M. Crane, Superintendent of Schools,

Dear Sir:—I herewith submit for your consideration a brief report of the Grand Street School for the year ending June 27, 1906:

The total number of pupils registered during the year was 727. Included in this number are 15 non-residents.

Most of our classes have been about the right size for good work; none of them has been over-crowded. The two third-grade rooms have been filled to their seating capacity.

The general health of the school has been remarkably good. The absence of teachers on account of sickness was much less than last year, amounting to only 70 7-2 days in the aggregate, which is less than half what it has been several previous years. The attendance of the children, in most cases has been good. Mumps prevailed to some extent among the children of some of the lower classes.

The irregularity of attendance, which is a just cause of complaint, is confined to a comparatively few families, and is often more the fault of the parents than of the children. These are the cases the truant laws of the state are intended to reach and remedy. The experience of the past year confirms me in the opinion expressed in my last report, that in most of these cases, the neglect or indifference of the parent is the cause of the frequent absence of their children from school. It is difficult to get excuses for such absences, and when they are brought they are far from satisfactory. It seems absurd that the truant officer should be required to visit the same family several times on account of the absence of the same child. Such parents should be made to understand that "the law is intended to operate against the parents quite as much as against children, and properly so." A few instances of enforcing the law against the parents in such cases would have a salutary effect.

In general, the work of the school has gone on with the usual

smoothness, and the results have been fairly satisfactory. In the matter of discipline, the school maintains its ordinary high standing, there being only an occasional case that called for more than the usual amount of attention. The pupils as a whole render a ready and willing compliance with the requests of their teachers, and show a commendable interest in the tasks assigned them.

The teachers have been faithful and earnest, and they have labored with zeal and energy for the advancement of their pupils. In one respect, however, I fear most of our teachers fail, and that is in not teaching their pupils how to think; how to use their own mental powers; how to guide and develop that will-power which will enable them to overcome difficulties by their own exertions. To give this power should be one of the first objects of our school training. In this connection, permit me to quote from my report of last year: "A sufficiently large number of pupils reached a standing which entitled them to promotion without examination. Of those whom we examined in one or more subjects, no one was kept back who was able to do the work of the advanced grade. While comparatively few of our pupils reach a very high standing, there is sufficient flexibility in our course of study to allow all faithful and industrious ones to make a creditable record. In my judgment, one reason why a large proportion of them do not reach a higher standing, is their inability to think and reason; their inability to 'take the initiative,' as the saying is. Their work consists too much in the acquisition of facts and the practice of routine processes, without seeing the relations of cause and effect, and forming independent opinions. This is a phase of school work that is receiving the attention of educators to-day, and one that affords the progressive teacher a field of study fraught with great possibilities and great rewards. Could we improve our work along these lines, I doubt not we should be greatly gratified as well as surprised at the results."

The work in the several grades has been carried on along the lines laid down in the prescribed course of study. In most cases, the results have been as satisfactory as in former years. In arithmetic, we do not reach that degree of excellence that is to be desired. Particularly is this the case in the fifth and sixth grades. The

cause of this, in my judgment, is to be found largely in the unfortunate arrangement of text books—in the transition from the Atwood to the Milne arithmetic between those two grades, where the “articulation” is defective, and much time is lost. The classes in the third and fourth grades, now using Atwood’s arithmetic, do much better work than in former years. If the work could be continued along the same lines for one year more, the pupils would be much better fitted to take up the Milne arithmetic in the sixth grade. Then the absurdity of the classes spending two years on virtually the same ground would be avoided. Therefore, for the good of the pupils in the fifth grade especially, and for the improvement of the arithmetic work in general, I would recommend, and urgently request the adoption of Atwood’s arithmetic for use in the fifth grade.

The changes of teachers during the year have been as follows: By the resignation of Miss Clara L. Shaffer, in August, a vacancy was created in the position of principal’s assistant. Miss Margaret J. Fawcett was appointed as her successor, and filled the position with great acceptance until the first of June, when she resigned. A vacancy occurred in the second grade February 1st by the resignation of Miss Alberta Van Cleft, to accept an appointment in the schools of Greater New York. This was filled by the transfer of Miss Gertrude Van Cleft from the fourth grade. Miss May M. Burhans, a recent graduate of the Albany Normal College, was appointed to this position in the fourth grade.

The results of the uniform examinations in the eighth grade, do not differ in any essential degree from those heretofore attained. In my opinion, it would be well to adopt the same uniformity in all the seventh grade classes, with the view of ultimately applying it to all the classes in the Grammar Department.

In closing this brief report, I should feel that I had been remiss in duty, did I not express my appreciation of the efforts of all who have shared and assisted in the work of the school, and my sense of obligation to them. To the pupils for their regularity, industry, and earnestness; to the teachers for their loyalty, fidelity, and devotion to their work; and to the school authorities for their cordial cooperation and support—to all these would I ascribe the harmoni-

ous working and the gratifying results of my thirty-third year in the Grand Street School.

Respectfully,

CHAS. E. SNYDER,

Principal.

Newburgh, N. Y., June 30, 1906.

Report of Principal of South Street School.

Mr. James M. Crane, Superintendent of Schools:

Since all systems of grammar schools are unlike in some respects, it has been my purpose to acquaint myself as thoroughly as possible with the details of our system which were unfamiliar. I have therefore been unable to spend as much time as I should like in class-room supervision. Nevertheless the interest, good spirit, and enthusiasm of all classes have been maintained and stimulated to the very close of the year, and this was due in no little measure to the hearty co-operation and untiring efforts of my able corps of teachers, to whom I wish to express my sincere appreciation.

Although the net registration was fifteen less than last year, the average daily attendance was thirty-eight more, and the cases of tardiness were considerably over two hundred less than the previous year. Good results in teaching demand good attendance. Often times parents of children who are in the primary grades, do not feel the force of this. It is imperative that the attendance of pupils, even in these lower grades, should be regular if the desired results are to be realized. The primary pupils are unable to help themselves and the time for personal instruction in a large class is certainly much limited.

There is another matter in this connection that I would desire to call to your attention and that is the admission of pupils into the first or beginners' grade at any and all times of the year. The first grade can not under any circumstances do properly the first grade work in one year when pupils are admitted any day in the year. When a beginner enters during the middle of the term, it means that the teacher must either stop and bring the newly entered pupil up in the work individually at the expense of all the others in the class or the pupil must be allowed to drift along until the beginning of another term. When beginners are admitted on any day in the

term as they have been, it is impossible to teach them or any the work of the grade, and if allowed to get what they can, habits of indifference and unrest are formed. This, I think, can be obviated by admitting beginners during September and February. Those who are not old enough to be admitted in September are not too old to be admitted in February.

The grades in our school remained quite the same as in the preceding year with the exception of two classes. It seemed to be necessary at the outset to form a new fourth grade class, thereby forcing us to place another first grade on half day time.

Miss Jennie McGiffert and Miss Anna F. Wells have completed their first year in our school. They both have fourth grade work, which they have done in a most acceptable manner. Miss Helen R. Hunter was transferred from Liberty Street School at the beginning of the year and has done first grade work very successfully. On account of ill health it was necessary for her to give up the work during the latter part of the year. Miss Ethel McCullough filled the vacancy very commendably during May and June.

Every grade in the school is being supplied with a library suitable for the demands of the grade. The entire number of books in the library is 738, of which 95 were added during the past year.

The law concerning the teaching of physiology has been complied with, and a Fire Drill has been practiced at least once each month.

At Thanksgiving time a special offering was made for the Shoe Fund of our city and \$87 was the magnificent sum raised. We deem this a most worthy cause and we know of no way in which greater good can come to the less fortunate boys and girls in our midst. Special programs were rendered at Christmas time and Arbor Day. Intense interest was shown in these observations and I think I can unhesitatingly say that the one given for Arbor Day was the best of the kind I ever witnessed. The patriotic days during the year were observed also.

I wish to express our sincerest appreciation and deepest gratitude to you, the members of the Board of Education, and Clergy of this city, who have addressed us with so much earnestness on these and other occasions.

We have enjoyed from time to time the official visits of your-

self and your Honorable Board of Education. We feel that these visits are a great stimulus to every individual teacher and pupil for renewed effort to make the work what it should be. Coming as a stranger in your midst I feel very deeply the many courtesies which you have shown me and which have made my first year in your service a most happy one.

Our building at all times has been kept in prime condition. Every detail of the work has been done with the utmost promptness and care. Every teacher and pupil joins me in thanking our janitor for sparing no effort in making our school home pleasant and comfortable.

Respectfully submitted,

IRA D. MINARD,

June 26, 1906.

Principal.

Report of Principal of West Street School.

Mr. James M. Crane, Superintendent of Schools:

I present herewith a brief report of the West Street School covering the school year 1905-1906.

The course of study remaining substantially the same as heretofore, nothing specially new was attempted; but, good, steady, effective work was done, day by day, with results generally satisfactory. The teachers worked faithfully, and most of the pupils responded in good spirit.

We must notice that those pupils who advance steadily through the year, making sure of their promotion at its close, are those whose parents show an interest in their school work; these parents see that there is regularity in attendance; they keep informed of the progress of their children as shown by their monthly report books; and, they encourage them to put their best efforts into their school work. We always have some pupils whose attendance is irregular, and in many cases it seems without sufficient reason. It might be well to have printed copies made of a number of the rules of the Board of Education—Sec. 123-128, for instance—which, if sent to indifferent parents would serve to remind them of their responsibility in the matter.

The total registration for the year ending June, 1906, was four hundred and five; the yearly average, three hundred and twenty-five. The greatest number in attendance at any time was in May, 1906, when there were three hundred and eighty-four pupils, with an average of three hundred and forty-three. The enrollment for September of this year was three hundred and ninety-two, being twenty-two in excess of that of September, 1905. During the year we lost sixty-one pupils—thirty-three by removal, twenty-eight were compelled to find employment. The only class crowded was the lowest primary, which we were obliged to divide into half day

classes. This September so many beginners entered that we were compelled to consolidate the two fifth grade classes, which were small, that we might have a room for an extra second grade. We could have formed another class had there been another room.

When we consider the number of children compelled to leave school before they complete the course, it would seem that evening classes would be a great advantage. To carry out effectively the amended compulsory education law nearly every child between the ages of fourteen and sixteen should attend them; and, I believe that if, in addition to the required subjects, manual training, physical training, and music were added there would be no trouble in making up full classes well attended.

The growth of the school library in popularity and usefulness has been steady. This year eighty new books were added, making a total of six hundred and thirty-four. The circulation was two thousand one hundred and four. As the above figures do not include those used in classrooms by teachers, nor those used by first and second grade pupils, where books are not usually taken from the room, it is evident that the class libraries are being well used and are much appreciated.

It is of interest to note the large number of books used by children who range from ten to twelve years of age. The mechanics of reading having been mastered at this period, they find it easier to read, and discover the pleasure to be gained from interesting books. We have often wished that two or three good magazines like *The Four Track News*, *Current Events*, or *Our Times* could be added to our library or supplementary reading list.

One addition was made to our list of text books: The Ward Fourth Reader, which is quite as popular as the other numbers of the Ward books. All of our teachers would welcome a change in physiologies; also, the use of paper and pencil, or ink, instead of slates. The gain in cleanliness alone would be reason enough for the increase in expense. The slate can be kept clean, but not the felt-edged frame.

The past year was the second in which we had bi-monthly reviews in each subject taught, and the results have confirmed us in the opinion that it is better than the former plan of one each week. All grades, from the third up, have these reviews, changing rooms

while taking them. I believe that pupils of the third grade should have their written reviews for the first half of the year, at least, in their own classroom under the care of their own teacher.

With one exception our corps of teachers remains the same. We regret that Miss Mary Caldwell has severed her connection with the school. She has resigned her position here to accept a more remunerative one in New York. After teaching successfully in this school six years, she leaves it highly respected by the children who have come under her care, and by her associate teachers. The vacancy caused by her resignation was filled by the appointment of Miss Katherine M. Ross, a graduate of The Jamaica Normal School.

The work in drawing was highly commended by the supervisor of drawing. Each class in the school was represented in the annual exhibit at the Academy Assembly Hall in June. Two cards, one from the second grade work and one from the third grade, were among the mounts selected to represent our work in drawing at the Orange County fair.

What has been said in former reports regarding the care of building and grounds may be repeated. Our janitor is untiring in his efforts for improvement of the grounds and in his care of the building.

In conclusion I wish to express to the teachers of West Street School my gratitude for their hearty co-operation, to the members of the Board of Education our appreciation of the liberality with which they have supplied necessities for the success of our school work, and to thank you, personally, for your courtesy and encouragement.

Respectfully submitted,

AGNES C. MILLER,

September 28, 1906.

Principal.

Report of Principal of Liberty Street School.

Mr. James M. Crane, Superintendent of Schools:

At the close of eight years of service as principal of this school, I would respectfully offer the following brief statement of the work done during the year.

Another school year with its opportunities for pupils and teachers has come and gone. During the year we have met with more or less of the difficulties and perplexities incident to the teacher's work. We have also experienced considerable of pleasure and satisfaction in our efforts to guide and help the children and in the cheerful and willing response of most of them to the instruction given. The work of the school has proceeded very much as in former years, and the year has closed with about the usual number of promotions. The teachers deserve commendation for the earnestness and devotion with which they have pursued their work, and it is but just to report that each teacher has done the best she could with her class.

Soon after school opened in September Miss Mabel K. Shaw, a teacher of one of the fourth grade classes, resigned on account of leaving Newburgh to take up her residence in California. Miss Maud I. Winans, who had for several years taught one of the second grade classes, was transferred to the position made vacant by Miss Shaw's resignation.

Reading has received the attention it deserves, especially in the lower grades, and the progress made by most of the pupils in those grades sometimes surprises us. As the pupils advance to higher grades where so much has to be done in the time, I sometimes think that some of the essentials of good reading do not receive the attention they ought to. Clear and distinct articulation, correct pronunciation, and appropriate expression are some of the essentials of good reading, and these should receive the most careful attention of

each teacher. Pupils must not be allowed to read any way, but they must be guided and helped in this as in all their other work.

It is my belief that better work has been done in arithmetic than ever before. The results in this subject must be judged by the degree of skill and accuracy attained in arithmetical processes and by the increased power to think and reason. Applying these tests, I think I can see some improvement. This does not mean that every pupil is always exact and that he can always reason correctly. We all know that some children are deficient in mathematical ability, and work as we will, these will never show great proficiency.

Our work in geography is in my judgment the least satisfactory of all our work, and we think it must continue to be so as long as the books now in use are retained. The teachers give their best efforts to this work, but as I have said before, the books are too scientific, and much that they contain is beyond the comprehension of the pupils. With sufficient drill pupils may be able to say more or less that is in the book, but much of it means little to them. There is a general desire among the teachers that this text should be displaced by some other book better adapted to our needs.

A desire to improve our work in language led us to consider carefully what could be done to develop greater facility in the use of language. Children do not acquire the power of speaking or writing fluently by learning the definitions and rules of grammar. The use of language is a habit, and correct habits of speech, like all other right habits, can be secured only by repeated doing. The books treat largely of technical grammar. We adopted the plan of devoting only three days a week to the work of the book and the other two to carefully planned work on oral and written composition. The teachers of the classes in which we tried this plan gave their best efforts to this work, and the results were quite gratifying. We hope to pursue this work more systematically during the coming year.

I am constrained to suggest that the schools of Newburgh should have vocal music taught in all the grades. We have a supervisor of drawing, and money is spent liberally to carry on that work. The work of our schools along that line is well known and highly commended by all who know of it. I would not speak disparagingly of

this work in any way, but it is my fixed opinion that vocal music is of equally great value to the children in our schools. We need a competent supervisor of music to direct the work in all the schools. With intelligent supervision the teachers could carry on the work, and the results would soon be a delight to pupils and parents.

At the beginning of the year our grade libraries numbered 586 volumes. During the year 68 new books were added, and 37 were worn out and were discarded, making the number at the end of the year 617. We think these libraries were made more useful to the pupils and parents than ever before, and we would urge a more liberal purchase of new books each year. This method of bringing good reading into the homes has an advantage over the public library in that it takes the books to the people and thus encourages many to read who would perhaps read little or nothing, if they had to go to the public library for the books.

At the close of the year Miss Fannie R. Laib resigned after serving the schools of Newburgh nineteen years. Miss Helen G. Ruttenber, the principal's assistant for five years, also resigned. It is but just to say of these teachers that they were always most painstaking and conscientious in their work, and it would be impossible to estimate the far-reaching results of their faithful service on the lives of the children who have come under their care.

As in previous years, your sympathy and encouragement have helped us greatly in our efforts to realize the true purpose of the school. Your attitude toward us in all our difficulties has ever been an inspiration to us to do better. We are also reminded how generously the Board of Education have furnished the material equipment for our work, and to you and them we desire to express our grateful appreciation.

GEORGE E. ATWOOD,
Principal.

Report of Librarian.

To the Board of Education,

Gentlemen:—I have the honor to present herewith my fifth annual report covering the operations for the year ending June 30, 1906:

The general work of the library during the year has advanced in a most satisfactory manner. The use of the reference room has increased, the number and quality of the books purchased has been improved, and the organization and management of the library affairs by your honorable body has been both careful and generous.

While the year 1905 shows a slight decrease in circulation, it must be taken into consideration that all this work is done in one library building, there being neither branch library nor delivery stations, as in most of the larger cities, and in many of the smaller ones. And also that the rule of this library is to issue but one book on a card, while many of the libraries extend the number to two or more.

These figures of circulation are the more satisfactory, for the reason that in all these years, while the use of the library has been so largely increased, the expense of maintaining it has varied but slightly.

GROWTH AND USE.

The net increase in number of volumes during the year is 2,036. The total number of volumes issued for home use during the year is 75,244, a daily average of 252.

The largest number given out in one day was in February 10, 1906, when 614 volumes were taken, and the smallest number was on March 15, 1906, when 93 volumes were taken.

The largest monthly circulation was 8,074 volumes in March, 1906, and the smallest was 4,569 in July, 1905.

The library has continued during the past year in an increasing way to purchase books applied for by readers, or of which lists are supplied on any particular subject. In this way valuable collections are being gradually accumulated. The proportion of works in circulation, of the best kind, continue steadily to grow, and it would be impossible for any person who studied the records of circulation, not to see that it is even more true this year than it was last year, that "The Free Library is doing its full share as a means of education and as supplementing the work of the public schools of the City." Many pupils come to look up facts in connection with their school work, and teachers also for similar purposes. We have found that both teachers and pupils have learned to use books to a better advantage, and have acquired a facility in taking notes and getting what is required without taking the book home for that purpose.

REGISTRATION.

The cards of a number of patrons who have died or moved from the city have been cancelled and their names erased from our register, while 672 new names have been added and loan cards issued to the same.

SCHOOL LIBRARIES.

Operations through the schools have been continued on the same plan as heretofore. 330 volumes were added during the year, making a total of 4,669 volumes now in the school libraries. It is not the case in every school that the school circulation is recorded, some preferring to keep no record. Yet in the case of those where such figures have been kept 2,104 volumes have been reported.

REFERENCE WORK.

The library is especially equipped for reference work and research. In the reference room are a number of volumes of dictionaries, encyclopaedias, genealogical magazines, local histories, and similar books of reference which are directly accessible to readers. The constant attendance of persons making use of this department has evinced no falling off in the number of studious readers. Teachers and pupils of our schools and members of study clubs, con-

tinually visit this department for aid in their work, and the members of the staff always stand ready to assist where help is wanted.

BOOKS AND PERIODICALS.

During the year 206 volumes were replaced, as it is the policy of the library to keep standard as well as new books on the shelves at all times.

A considerable portion of our fund must necessarily be used for replacing old or worn out books. This is a matter of both regret and congratulation, regret that the fund has to be diverted from purchasing additional books new to the library, and congratulation that there is such an appreciation of books that they are frequently worn out.

The number of periodicals received in the reading room is 62; the number received at the Teachers' Library is 20.

DONATIONS.

Our thanks are due to the very many friends widely scattered from one end of the country to the other, who have so kindly remembered us in the way of adding to our supply of literature many valuable things, which in all probability we could not otherwise have obtained. Gifts of books, pamphlets, reports of societies, and institutions, periodicals, and so forth, are most welcome, and will be sent for and duly acknowledged.

732 volumes have been donated during the year. The most notable gift was received from Miss M. C. Jermain, of Troy, who donated 510 volumes which were left to the library by the late Mrs. Robert McCartee.

Other donations were received from the following: Misses Mackie, Mrs. Russel Headley, L. Dubois, Samuel Ritchie, Hon. Thos. W. Bradley, Hon. Joseph M. Dickey, and Hon. W. George Hastings.

The gifts were duly acknowledged with the thanks of the Board of Education.

The following publishers have furnished free copies of their papers for bindery purposes: Journal, Register, News, and Tele-

gram. They are also entitled to thanks for publishing free, the lists of new books added to the library.

BINDING AND REPAIRING.

The binding has been done, as heretofore, in a satisfactory manner and with reasonable promptness. 1,361 volumes have been repaired at the bindery at a cost of \$418.50. At the same time 5,287 volumes were repaired at the library.

The number of volumes in the library has been increased to 34,185, and are located as follows: Main room, 20,080; Reference room, 5,095; Store room, 3,754; Teachers' library, 587; Academy, 1,375; Grand St. School, 663; Liberty St. School, 617; South St. School, 738; Washington St. School, 642; West St. School, 634; Total, 34,185.

There has been no change in the library force, which is as follows: Thos. M. Hawthorne, Librarian; Lillie O. Estabrook and Christina V. A. Oakley, Assistants.

STATISTICS.

Number of volumes in the library July 1, 1905.....	32,149
Number added by purchase	792
Number added by donation	732
Public documents	306
Worn out and replaced	206
	<hr/> 2,036
Number of volumes in the library, July 1, 1906.....	34,185
Circulation from July 1, 1905, to July 1, 1906.....	75,244
Largest monthly circulation, March, 1906.....	8,074
Smallest monthly circulation, July, 1905.....	4,569
Largest daily circulation, Feb. 10, 1906.....	614
Smallest daily circulation, Mar. 15, 1906.....	93

The library has been closed 8 holidays and 5 days for cleaning.

SERVICES.

The work of the library has gone on smoothly throughout the year. The services of the assistants, to both the institution and

its customers, the public, were rendered from first to last, with the same characteristic cheerfulness and faithful attention to duty that has been so noticeable in the past.

In closing the Librarian wishes to express his gratitude for the help and encouragement which have been given by the members of the Board, and particularly by the Chairman of the Library Committee.

Respectfully submitted,

THOS. M. HAWTHORNE,

Librarian.

July 1, 1906.

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Report of Supervisor of Drawing.

Mr. James M. Crane, Superintendent of Schools,

Dear Sir:—As teacher of drawing in the Academy, I have a few facts to present for your consideration.

During the year 1905-1906, there were in attendance in our classes, a total of two hundred forty-two girls. In the 11th grade, 10 Seniors and 29 juniors; 10th grade, 69, in three divisions; 9th grade, 89, in four divisions; 8th grade, 45, in two divisions.

The honors were won by Miss Addie Revill and Miss Margaret Meakim, both members of the class of 1907. Their proficiency is well demonstrated by two fine specimens of painting from still life, which are now on exhibition in the Assembly Hall. The 10th grade honor was won by Miss Annabel Brooks in Miss Scott's division. The 9th grade honor was taken by Miss Edna Polye (98 per cent. average), in Miss Tole's class. Miss Ethel Watkins, in Miss Carmichael's division, and Miss Helen Perkins, in Miss Chapman's class, each made a record of 96 per cent. In the 8th grade, Miss Winifred Fuller, 99 per cent., and Miss Lena Dunning, 98 per cent., both of Miss Hitchcock's class, showed superior skill.

Miss Ethel A. Gavey, the assistant teacher, had a remarkable success in her work. Through her charming personality, her aptitude for teaching and her training at the Pratt Institute, she won the respect of all and secured excellent results in all branches of drawing. Miss Gavey instructed three 8th grade classes, one of them being Mr. Snyder's class at the Grand Street School; two of the 9th grade classes; one 10th grade class; and the advanced class in water color painting over charcoal.

Our drawing schedule was not materially changed. We had much drawing from objects with the pencil or the brush, in ink or water color, some instrumental working drawings, some exercises in original decorative design and some in enlargement of historic orna-

ment. The 11th grade classes designed and applied a decoration for a scrap-basket, made in card-board. Other classes made and decorated portfolios and calendar backs.

The girls from the parochial schools being handicapped by a lack of instruction in the lower grades, worked at a great disadvantage in our Academic classes. Many of them did not make the required average of 75 per cent., and none secured more than 80 per cent.

Miss Maud Fuller, who won the honors in drawing in 1905, was accepted by Miss Eliza A. Sargent, of the New York School of Industrial Art, as a representative from the Newburgh Academy. Miss Fuller is now in New York City, taking a general course in art study.

The annual drawing exhibit of the public schools was held in the Academy Assembly Hall, June 20 and 21. The specimens shown were fewer, larger and better than those of previous years. Many good examples of constructive work were shown. Miss Emily V. Haigh, 1st grade, West Street School, gave a most interesting exhibit of the work of her class during the year, in the form of a house of six rooms, in which the decoration of walls and floor and the furniture were made by the clever fingers of her little pupils.

From the card mounts the best card of each grade was chosen and sent to the County Fair at Middletown in August. Those selected were: 1st grade, Miss Peck; 2nd grade, Miss Hannan; 3rd grade, Miss Sloan; 4th grade, Miss M. M. Shaw; 5th grade, Miss Leeper; 6th grade, Miss Millspaugh; 7th grade, Miss Everitt; 8th grade, Academy. Other excellent cards were prepared by Miss Agnes McCullough, 2nd grade; Miss Grimley, 3rd grade; Miss Montfort, 4th grade; Miss Egan and Miss Kimball, 5th grade; Miss Meginn, 6th grade; Miss Emma C. Barnes, 7th grade, and the Grand Street School, 8th grade.

In recognition of the excellence of the cards sent to Middletown, I mention the fact that a first premium was awarded.

As supervisor I have outlined the lessons given in all the classes, have made forty-two visits to the schools and have held twenty-eighth grade meetings of the teachers, at the Grand Street School, the Library Reading Room, or the Academy Studio.

Nearly all the members of our corps of teachers are doing effective work. The newly appointed teachers give promise to be excellent workers in the field of art education. All teachers display a willingness to take suggestions and to improve their methods of teaching. The Prang Text Books on Art Education are of great assistance.

With a continued desire to make drawing in our schools a valuable aid in the education of our pupils and with a feeling of thankfulness that my efforts for success are furthered by the good will of my fellow-workers and by the kindly support of the Superintendent and the members of the Board of Education, I close this, my ninth annual report.

Respectfully submitted,

IDA C. LEROY,

Supervisor of Drawing.

Report Supervisor of Manual Training.

Mr. James M. Crane, Superintendent of Schools,

Dear Sir:—I herewith respectfully submit my annual report for the department of Manual Training.

The classes re-opened September 10th and numbered 255, an increase of 7 over last year.

The work of the several grades is well advanced and there seems to be no abatement of interest in the work of the several departments. The course of work has not been changed except as to details. In the first year several exercises have been added to the course in carpentry.

In the second year more exercises in relief work will be added to the carving courses.

In the third year new plates of geometric projections will be added to the mechanical drawing course.

At the end of the school term the annual exhibit was held in the Manual Training School; all the boys were represented by some of their best work. The exhibit was well attended. An exhibit in Manual Training and Drawing was also made at the Orange County Fair, held at Middletown in September. This exhibit was largely attended and spoken of very highly by those attending. A first prize was secured in drawing and one in manual training.

The boys in the A grammar class, or eighth grade, numbering 106, are divided into five classes. They have two hours each week.

The C Academy boys, ninth grade, number 75; are divided into four classes. They have two and one-half hours each week.

The B Academy classes number 49; are divided into three classes; they have two hours each week.

The A Academy classes, numbering 25, have two hours each week.

The following is a general synopsis of the different courses, which will be extended as time will allow :

FIRST YEAR—CARPENTRY AND JOINERY.

TWO HOURS PER WEEK.

First Series—Carpentry.

Care and use of tools, learning divisions of two-foot rule, to measure accurately, judge relative sizes and distances by eye from blackboard, and learn name and uses of different tools.

- Exercise 1 . . . Planing.
" 2 . . . Sawing and block planing.
" 3 . . . Champfering.
" 4 . . . Planing and rip sawing.
" 5 . . . Halving.
" 6 . . . Boring.
" 7 . . . 8-in. square frame with halved joints.
" 8 . . . Plain equilateral triangle.
" 9 . . . Mitre box.
" 10 . . . Mitred frames.
" 11 . . . Gaining with chisel and gouges.
" 12 . . . Review of planing and sawing.
" 13 . . . Knife box.

Second Series—Joinery.

- Exercise 1 . . . Halved lap square joint.
" 2 . . . Halved lap beveled joint.
" 3 . . . Halved lap mitred corner joints.
" 4 . . . Enlarging.
" 5 . . . Halved dovetail, square.
" 6 . . . Halved dovetail, oblique.
" 7 . . . End dovetail, single.
" 8 . . . End dovetail, several tongues.
" 9 . . . Half blind, dovetail joint.
" 10 . . . Blind mortise.

- " 11....Trough mortise.
- " 12....Angular mortise.
- " 13....Brace mortise.
- " 14....Beveled splice.
- " 15....Straight splice.
- " 16....Application of above exercises in making a small panel door, knife box, foot stool or paper rack, tabouret, medicine chest or blacking box.

SECOND YEAR—CARVING AND TURNING.

TWO HOURS PER WEEK FOR FIVE MONTHS.

Carving—First Series—Engraving.

- Exercise 1....Grooving across grain with reiner.
- " 2....Grooving with grain with reiner.
- " 3....Carved grooves with reiner.
- " 4....Semi-circular grooves with reiner.
- " 5....Mechanical curves, with parting tool, ornamenting with two gouges.
- " 6....Diamond cross grooves, 3-16 reiner center, panel ornamented with gouges.
- " 7....Free hand curves with reiner and gouges
- " 8....Tendril with buds and berries, with various gouges, drawn free hand.

Carving—Second Series—Relief Work.

- Exercise 1....Plain Greek border, flat chisels and carvers' punches.
- " 2....Interlaced Greek border.
- " 3....Open basket work.
- " 4....Conventional clover leaf, moulded.
- " 5....Square panel, quorofolium.
- " 6....Square panel, maple leaf.
- " 7....Square panel, oak leaf.
- " 8....Adaptation of foregoing exercises in carving sprays of vines, etc., on frames and other small pieces.

Turning—Center Work.

- Exercise 1. . . . Plain cylinder with gouges.
" 2. . . . Plain cylinder with chisel.
" 3. . . . Cylinder tapering both ways.
" 4. . . . Convex cylinder.
" 5. . . . Double steeped cylinder.
" 6. . . . V grooves.
" 7. . . . Beads.
" 8. . . . Hollows.
" 9. . . . Beads, fillets and grooves.
" 10. . . . Convex and concave grooves.
" 11. . . . Round baluster, 1 3-4 inch.
" 12. . . . Carver's mallet.
" 13. . . . Fitting handle to hollow cylinder.

THIRD YEAR—TURNING AND MECHANICAL DRAWING

TWO HOURS EACH PER WEEK FOR FIVE MONTHS.

Turning—Face Plate Work.

- Exercise 1. . . . Corner block.
" 2. . . . Moulded cap for columns with recess.
" 3. . . . Model of cone pulley, making and using chuck.
" 4. . . . Octagonal ring.
" 5. . . . Round ring.
" 6. . . . Barrel, with cover fitted on.
" 7. . . . Goblet.
" 8. . . . Vase.
" 9. . . . Card receiver.

Mechanical Drawing.

- Exercise 1. . . . Care and name of tools.
" 2. . . . Use of materials, drawing board, paper, T square, triangles, compasses, drawing pen, pencils, scroll scale, ink.

- Exercise** 3... Lettering in mechanical italic.
" 4... Cubes.
" 5... Triangular and Hexagonal Prisms.
" 6... Projection of a square pyramid.
" 7... Hollow cylinders.
" 8... Tee pipe drawn to scale 6 in.—1 ft.
" 9... Pulley, drawn to scale 3 in.—1 ft.
" 10... Development of a cylinder.
" 11... Development of a cone.
" 12... Notes on working drawings; 1. Size of sheets; 2. Title, index, etc.; 3. Sketches; 4. Laying out work; 5. Relation of views; 6. Sectioning; 7. Inking; 8. Dimensioning; 9. Tracing; 10, Blue Printing.

FOURTH YEAR.

TWO HOURS EACH PER WEEK.

Extension and application of previous work of the course, in designing, drawing and constructing a piece of cabinet work, to be entirely of student's design and made from full working drawings, and finished complete, including staining, varnishing and polishing.

Respectfully submitted,

ALEX. J. HUTCHINSON.

Report of Sewing Teacher.

EMMA C. COLDEN.

Mr. James M. Crane, Superintendent of Schools,

Sir:—I respectfully submit the following report of the sewing classes under my charge for the year ending June, 1906.

The course in sewing extends over a period of four years, and the last two years, comprising fifth and sixth grade classes, are the ones in my charge.

My time is divided among the schools as follows:

Monday, at South Street School; I teach two sixth grade and two fifth grade classes.

Tuesday, at Liberty Street School; three fifth and two sixth grade classes.

Wednesday, at Grand Street School; two sixth grade and two fifth grade classes.

Thursday, at Washington Street School; two sixth grade and two fifth grade.

Friday, A. M., at South Street School; one sixth grade and one fifth grade class.

Friday, P. M., at West Street School; one fifth grade and one sixth grade class.

This makes a total of twenty-one classes for the ten sessions weekly.

Each class is supposed and should devote one hour weekly to sewing. This, however, is impossible in the Liberty Street School, as I am obliged to teach three fifth grade classes in one morning, thus giving each class about fifty minutes.

The course in sewing is as follows:

The fifth grade pupils learn first to make button-holes and sew on buttons. Then they learn to gather, stroke the gathers and put bands on in two different ways.

Next a gusset is put in a model, which has been hemmed neatly all around.

The next step is to sew a seam in flannel and catch-stitch it open. Then to baste and catch-stitch the hem.

Next the pupil learns to set in a patch, matching the stripes or figures.

Hem-stitching and feather-stitching are taught in this grade to those pupils who finish the more important work early enough in the year to allow it.

The sixth grade pupils learn first to darn stockings and then dress goods. The darns in dress goods are taught in three different ways, and are a very practical bit of knowledge.

The latter half of the year, the sixth grade pupils are expected to make some simple under garment, which, when finished is the property of the pupil.

EMMA C. COLDEN,

Teacher of Sewing.

Report of Sewing Teacher.

AGNES TEMPLETON.

To the Superintendent of Public Schools:

I respectfully submit the following report of the sewing classes under my charge:

The regular course in sewing, as taught the girls in our schools, covers a period of four years, beginning with the third grade pupils and ending in the sixth grade.

The classes in the first two years are the ones under my supervision, and are as follows:

GRAND STREET SCHOOL.

Monday from 10.30 and Tuesday afternoon—Five classes; three fourth and two third grade classes.

WASHINGTON STREET SCHOOL.

Wednesday—Four classes. Two fourth and two third grade classes.

SOUTH STREET SCHOOL.

Tuesday a. m. and Thursday—Six classes. Three third and three fourth grade classes.

LIBERTY STREET SCHOOL.

Friday, and one class Monday a. m.—Six classes. Three third and three fourth grade classes.

The following classes are taught by Miss Withers:

SOUTH STREET SCHOOL.

Two classes. One third and one fourth grade. Time given, Tuesday afternoon.

WEST STREET SCHOOL.

Four classes. Two fourth and two third grade classes. Time, Wednesday.

Total number of classes, twenty-seven.

Each class receives one hour's instruction a week, with the exception of the third grades at Liberty Street School. These receive forty minute lessons, as three classes are taught Friday morning.

Each pupil is given a blank book as soon as she has perfected a lesson, and the model is fastened in the book, and a description of the work is written opposite.

These books are used for the whole sewing course, and when completed are the property of the pupils, and as a whole an earnest endeavor is made (on the part of the pupils) to have them present a neat appearance.

The first lessons are: How to measure the length of thread; to thread the needle, and hold it properly, and the position to sit in while sewing.

The work taught in the first year:

FIRST—THE RUNNING STITCH.

A design is drawn on a square of unbleached muslin by the teacher, and the pupil follows this with the running stitch, using red thread. The child's initials are then written on this same model and is also followed with the same stitch.

SECOND—A BASTING LESSON.

The child is taught to baste two pieces of unbleached muslin together with the even basting stitch, and the uneven basting stitch, the uses for each are explained, and the lines of basting must be straight; the child's eye being her guide in this work. White thread is used on this lesson.

THIRD.

Folding a narrow hem on colored paper.

FOURTH.

Folding a half-inch hem on colored paper and cutting out the square corner.

FIFTH.

Folding a half-inch hem on colored paper and cutting out the mitre corner.

SIXTH.

Cutting the true bias and a bias fold on colored paper.

SEVENTH.

Cutting two gores on colored paper and showing how they fit together to make the fell seam.

NOTE—These lessons on paper are very important, as the child must do all this same work the second year on muslin, and if she forgets, by referring to her book, the subject becomes clear to her mind again.

EIGHTH—OVERHANDING OR TOP SEWING.

In this lesson the child folds and bastes striped calico together (the stripes aid her to turn evenly) and sews it, using the overhanding stitch, white thread being used.

NINTH—OVERHANDING SELVEDGES.

Two selvedges of unbleached muslin are basted together, then overhanded, red thread being used.

This completes the first year's work.

SECOND YEAR'S WORK.**FIRST—HEMMING ON UNBLEACHED MUSLIN.**

This first lesson in the second year is a very important one. Folding and basting a half-inch hem straight and learning to hem it neatly. This is done on unbleached muslin and red thread is used, so that the child can see just how each stitch is formed. Two rows of fine running stitches are also sewed on this same model.

SECOND—THE WHITE HEM.

Very narrow hems are folded and hemmed on two sides of an oblong piece of white muslin, then two hems an inch wide are basted carefully and hemmed nicely, white thread being used on the white muslin.

THIRD—SEWING A SEAM AND OVERCASTING.

A piece of unbleached muslin is basted with a straight line of basting, about a quarter of an inch from the edge, and with this basting for a guide, the seam stitch, also known as two runs and a back stitch, is sewed. The edges are then trimmed off and overcasted nicely, red thread being used.

FOURTH—FELLING ON UNBLEACHED MUSLIN.

The child takes a piece of unbleached muslin, folds and cuts two gores, bastes them together as taught and sews the seam with the seam stitch, then the seam is hemmed down evenly, making the felled seam. Red thread is used on this model.

FIFTH—THE WHITE FELL.

The child having learned the method of sewing the felled seam on the unbleached muslin, now makes the same thing on white muslin, sewing it with white thread.

SIXTH—STITCHING AND BACKSTITCHING.

Two rows of basting are run on a piece of unbleached muslin, about an inch apart. Then a row of stitching is sewed under the first line of basting, and under the second line a row of backstitching is sewed. The child thus learns these two kinds of sewing and can see the difference between them, and learn to distinguish one from the other.

This completes the lessons in the second year's work.

In regard to the past year's work would say that it has been a satisfactory one. The classes have done very good work.

I think better teaching could be given if it were possible to have a room in each school to which the classes could be sent, as is done at the Liberty Street School.

Respectfully submitted,

AGNES TEMPLETON,

Teacher of Sewing.

Report of Director of Music.

Mr. James M. Crane, Superintendent of Public Schools,

My Dear Sir:—Complying with your request, the following is presented as the annual report of the Director of Music at the High School (Academy) for the school year 1905-1906:

As there is an examination generally one morning each week, there are but four morning assemblies each week, and about ten minutes are devoted to singing, which is all the time allotted to preparation for our reception on Thanksgiving Day, Lincoln's and Washington's birthdays, Arbor Day and Flag Day. Better results might be attained if time could be obtained for longer assemblies, but the crowded curriculum seems to forbid it.

Toward the close of the school year one period in the morning is devoted to preparation for the High School, and one in the afternoon for the Grammar Commencement, which affords ample time for this work. At the assemblies, those who come from the Grammar classes have to learn the hymns and songs that are familiar to other pupils.

During the year sufficient new songs are practiced to keep up the interest in singing, but there are always old favorites of which the pupils never seem to tire.

At the Academy commencement the first selection was sung by the Graduates very creditably in four parts. In music, as in everything else, the product depends very much on the material. If any one expects an equal volume of sound from High School graduates as from the same number of trained choir singers, they ought to be disappointed, for a tone is a musical sound and not a class yell.

At the Grammar commencement solos were sung by two girls, each of which had unusually good and effective natural voices. The Academy orchestra, which accompanied the songs and played three selections, consisted of piano, seven violins, bass, flute, clarinet, two

cornets, and trombone. The orchestra did very excellent work at the receptions during the school year.

The same work has been done, this, as in other school years, in preparation for examination in vocal music for those pupils who are to attend Normal Schools.

Respectfully submitted,

S. W. HOLDREDGE.

Programme of Annual Examinations, 1906.

May 9—First year classes, Primary Department, Liberty Street School.

May 10, 11, 14—First year classes, Primary Department, West Street School.

Second, third, fourth, fifth, sixth and seventh year classes, West Street School. Reading.

May 15—First year classes, Primary Department, South Street School.

May 16—First and second year classes, Primary Department, Grand Street School.

May 17, 18, 21—All classes, Washington Street School. Reading.

May 22, 23, 24—All classes, except first year, Liberty Street School. Reading.

May 25, 28, 29, 31—All except first year classes, South Street School. Reading.

June 1, 4, 5—All except first year classes, Grand Street School. Reading.

June 6—Twelfth year, Academy. Advanced Algebra, Roman History.

June 7—Twelfth year, Academy. Second Year German, Second Year French, Zoology.

June 8—Eleventh year, Academy. English Literature, Trigonometry, Plane Geometry.

June 11—Eleventh year, Academy. Advanced U. S. History, Cicero, First Year French, First Year German.

June 12—Twelfth year, Academy. Virgil, Homer.

Eleventh year, Academy. Chemistry, Anabasis, Spelling.

June 13—Eighth year, Grammar Department. History. A. M.

Sixth, seventh and eighth year classes. Music. P. M.

June 14—Eighth year, Grammar Department. Writing, Spelling, Intellectual Arithmetic.

Seventh year, Grammar Department. Intellectual Arithmetic. A. M.

June 15—Fourth and Fifth years, Primary Department; Sixth, Seventh and Eighth years, Grammar Department. Reproduction.

June 18—Tenth year, Academic Department. Physics, Spelling, English.

Ninth year, Academic Department. Latin, Botany, Spelling.

Eighth year, Grammar Department. English.

Seventh year, Grammar Department. Geography, Writing, Spelling.

Sixth year, Grammar Department. Geography, Writing, Spelling.

Fifth year, Primary department. Intellectual Arithmetic, Writing, Spelling.

Fourth year, Primary Department. Physiology, Writing, Spelling.

Third year—Primary Department. Writing, Spelling, Intellectual Arithmetic.

June 19—Tenth year, Academy. Caesar, First Year Greek, Civics.

Ninth year, Academy. American Literature, English.

Eighth year, Grammar Department. Arithmetic, Bookkeeping.

Seventh year, Grammar Department. Arithmetic, Physiology.

Sixth year, Grammar Department. Arithmetic, Physiology.

Fifth year, Primary Department. Arithmetic, Physiology.

Fourth year, Primary Department. Geography, Intellectual Arithmetic.

Third year, Primary Department. Arithmetic.

June 20—Tenth year, Academy. Algebra, Arithmetic.

Ninth year, Academy. Algebra.

Eighth year, Grammar Department. Physiology.

Seventh year, Grammar Department. History, English.

Sixth year, Grammar Department. English, Intellectual Arithmetic.

Fifth year, Primary Department. Geography, English.

Fourth year, Primary Department. Arithmetic, English.

June 27—Academy and Grammar School Commencements.

Baccalaureate Sermon.

*By Rev. W. K. Hall, D. D., to the Academy Graduates
Class '06.*

Dr. Hall's sermon was from I Samuel, xxi, 9, and David said: "There is none like that; give it me."

David is an exile. Escaping from the furious wrath of Saul, he fled first to Ramah to find refuge, counsel and comfort in the home of Samuel. Learning that Saul was pursuing him, he fled to Nob, having had first, however, an hour of sweet companionship with his beloved friend Jonathan, the last but one on earth. The tabernacle was at Nob, whither it had been carried after the destruction of Shiloh. The story of David's enforced exile because of Saul's bitter enmity had not reached that secluded forest sanctuary among the hills. He is received with all the deference due to the son-in-law of the king, and to his own well deserved fame, though evidently with some surprise that he come unattended by a royal retinue. By a fugitive's artifice he overcomes all suspicion and is permitted to take even the shew-bread to satisfy his hunger. Looking around he perceives a swarthy face intently fixed on him. He at once recognizes it as that of Deog, the Edomite, Saul's savage herdsman. His heart begins to quail, for he is unarmed. What shall he do? He obeys his first impulse which is to lay hold of some weapon with which he can defend himself in case he is attacked by this minion of Saul or if his attempt to fly should be disputed by him. And so he demands arms of the peaceful, unsuspecting priest. But no arms are there in that secluded tabernacle, so securely guarded by its own sanctity, except one single weapon that had been sacredly treasured as a national trophy. There behind the priestly robes, wrapped up in a blood-stained tunic in which the boastful Philistine giant had fallen, is the sword of Goliath. The Israelites, like the Egyptians,

deposited their trophies in their temple or sacred shrine. The Greeks hung helmets and shields on a tree of the battle field if it was a land victory and on the shore the beaks of conquered vessels if it was a sea victory. The Romans always carried to Rome their trophies. Thus with ancient as well as with modern nations this custom of preserving trophies prevailed.

As David looks on this sword of Goliath, the trophy of his own victory when a youth, he is inspired with a fresh, high enthusiasm. The memories of that day of danger and deliverance; of that strong faith in the God of Israel which nerved him for the brave contest and of that glory of the triumph are revived. That sword glistened in his eye as a bright omen of success. It seemed to him to be the choicest, finest weapon man's hand ever grasped. He could desire none better. "There is none like it; give it me," he says to the priest. New strength comes to him as he grasps the hilt. With a heart emboldened for any danger he walks forth with this trophy of his youth time victory girded to his side.

Young friends, this incident furnishes a striking parable of the truth which I would like to impress upon you gathered here for worship before you take farewell of the school days and go forth on your several ways into the larger life that is welcoming you.

"Youth's victories. Their memories an inspiration," is my theme.

As a gateway to the discussion, let us be awake to the tremendous importance of these victories. They may not seem to you to be of any great consequence. There is naturally such a constant looking forward to what is to be; to the struggles that must be when one has fairly entered into the sterner and more responsible work of life, that the passing days of temptation and trial are not likely to be regarded of that importance which belongs to them. There prevails very widely the sentiment and perhaps the conviction even, that youth can not have as severe conflict as engage the maturer years. It is thought that when one comes out upon the broad arena of the world's action to win and maintain honorable name and place, then there will be a conflict that can be called conflict. It is imagined that when one finds himself in the whirls and eddies of the actual streams of the world's busy, rushing life, then there will be

the fierce struggle that will command all the strength of one's powers; all the firmness of one's will, and all the courage of one's convictions. But now in youth time the contest is thought to be petty; only the mere skirmishings before the opening of the real battle of life, and the victory to be of small moment; hardly worthy the name. This is a grave mistake and none the less so because it is so common. Skirmishings! They are battles and often very decisive. The fact is that the struggles and victories of youth time are in their nature and in their consequence greater than those of later years. The Apostle John, giving the counsels of an old man, wrote specially to the young because they were strong. There is the strength of fresh feeling, of warm desire and of quick purpose. The vital forces are intense. The spirit is more awake, more active and more enterprising. The will moves more rapidly. With greater energy youth embraces that which attracts it, and this be it good or bad enters readily and surely into the very substance of life and character. Such is the eagerness and such the vigorous action of youth that whatever engages its hearty interest is quickly absorbed into its very being and becomes an abiding principle of the life. The processes of youth are so rapid and so constant that these changes for good or for evil are produced before one is aware. Habits are easily, almost unconsciously formed. A direction is given to the whole life by the choices and decisions of an hour. A temptation yielded to may be the beginning of irreparable injuries; so weakening the moral energies, so dulling the moral sensibilities, so lowering the moral tone that the whole afterlife may be tinged and ever shaped by it. A temptation successfully resisted may be the basis of regal strength that shall ever after fortify the soul in virtue. We can not overstate or overestimate the critical nature of these contests in which youth are and must necessarily be engaged. Though they are not so complex, not so involved, not, I mean, so complicated with other and side issues as those of maturer years, yet in their very simplicity as has been observed by a philosopher in morals, is to be found the reason of their gravity. They are more immediate in their action; more subtle in their work and more certain and effective in their results. The good or the evil thing done by the boy is generally far more permanent in its influence upon the character

than when done by the man. It takes a stronger hold; clings and fastens itself, whereas in the case of the man it may have only a temporary influence. The young might better understand and appreciate these principles that they may realize how much is depending upon their present victories over temptation to evil of whatsoever kind, in the act, in the word, in the imagination, to self-indulgence in any forbidden pleasure, to remissness in any duty or work. Southey declared that "live as long as you may, the first twenty years form the greater part of your life. They appear so when they are passing; they seem to have been so when we look back to them, and they take up more room in our memory than all the years which succeed them." Victories won then mean more than victories won later. Never is a man so conscious of the sweets of triumph and so elated by the joys of success as in his earlier years. The shout that greeted David when he conquered Goliath sank deeper into his heart and memory than any shout he ever heard afterwards. To succeed in the contests of youth, whatever their sphere, social, literary, scholastic, athletic, is to have an experience of pleasure that is scarcely surpassed in all one's life.

But their value is not to be found only in the present. In the future, even in the very prime of life and away on even to the end of life, these victories shall be recalled, lifted up again before the thought and the imagination and be hailed anew with delight as pledges of other successes and other triumphs. Circumstances will arise when there will be need of arousing one's self to some stern unpleasant duty; of facing some unusual danger, or of wrestling with some fierce temptation. In such emergencies such memories which have been safely placed away and sacredly guarded as honorable and honoring, trophies, will be brought forth and what can there be like them to renew one's strength; to give courage, cheer and hope. The heart will be made the braver by them to endure and overcome. It will be with you as it was with David when he grasped that sword of Goliath whom he had slain when a stripling. Such memories were aroused that he desired no better weapon than that with which to sally forth into the wilderness and to encounter any foe. "There is none like that; give it me."

What are some of the memories the sight of that trophy awakened?

First that of the great peril to which he had been exposed and from which he had been delivered. The vision of that towering, burly giant presenting himself in front of Israel's army and challenging its warriors to a single hand in hand combat; the vision of that army paralyzed by fear; no one ready to step forth from the ranks and answer the challenge of this defiant chieftain, rises up before him. He is impressed anew with the tremendous issues that hung upon that decisive moment when he faced the peril and came off victorious. And now though dangers are around him and before him as none can be greater than those which then confronted him, with fresh strength and renewed courage he goes forth to meet them.

My young friends, there are moral dangers to which you are exposed, the memory of which if you will only face them and successfully rise above them will prove to be most helpful for strength and confidence in the years that are before you.

You are challenged by a might foe to a combat upon which great issues are hanging. With defeat come slavery and death. With victory come freedom and life. There is a spirit of evil confronting you, the Satanic spirit which makes every youth's life a battlefield. The struggle is upon you. How are you meeting it? Are you winning trophies that shall be an inspiration to you, in the coming years? How do you meet this and that temptation, often so insidious and beguiling, to loosen that hold which reverence has had upon you? Failing to treat worthy things worthily and the most worthy things most worthily is the signal of defeat that may become most disastrous to character. And surely it is a triumph having in itself the promise of the highest good, as it is certainly the strongest safeguard of youth when reverence for God and His loving will for His child is maintained. There are temptations which assail your self-respect, your honor, your purity, which would draw you down to some lower level, debasing and making you subservient to unholy purposes and unholy uses. Are you the conquerors or the conquered in these things? The struggle goes on. Which is the master? Let it be that of reverence; let it be that of the true, the

pure, the beautiful and the good, and though the importance of the conflict may not now seem to you to be very great; the perils not very serious, yet by and by when your view of life is wider and you see through what you have passed successfully and how many have been defeated and how and where defeats came, you will realize what your dangers were and will be the more courageous and the better fortified with the strength of assurance of overcoming whatever may be the temptations assailing you. The memories of these early contests will be the tokens of future victories. There was a time when truthfulness of character, purity of character, nobility of character, a high and holy aim in life, obedience to God and His righteous will were assailed, but they triumphed. The blow was given which beat back and down the wily assailant: "I am strong to-day," manhood, womanhood says, "because of the strength my youth acquired in such contests. The spirit of conquest is in me to-day because then it was born, nourished and made effective on many a well fought field." "There is none like that; give it me." Again, as David grasped that sword hilt, did he not think of the unhesitating and prompt spirit in which he won that victory? The army was hesitant, consulting its fears; no warrior willing to answer the giant's challenge. The boy quickly resolved and his resolve was as quickly put into action. In the prompt and immediate response to the challenge of temptation, lies often the very secret of success in the encounter. Delay, hesitancy, compromise in matters of duty and conscience indicate moral weakness and lead to final defeat. There must have come strength from the joy that David had in the very recollection of the alacrity with which he went forth to face and overcome the defying foe of Israel. And so it may be and is often with those who have occasion to recall the earlier struggles of their life. There is a certain satisfaction in the very remembrance of the spirit in which and by which largely the victory was won. And not only satisfaction but a timely reminder of how temptations to evil of any kind to the forsaking of any high ideals of duty and life are to be met if they are to be defeated. And not only a reminder but strength to heed it and to be fortified anew for life's warfare to the end. Thus fresh inspiration comes from the same old sources at which youth derived its strength. Even old age

may draw from the same fountain at which youth found moral vigor, and memory may be the helpful guide to it. Thus memory not only links the present to the past in the life experiences of moral conflicts, but also arouses the right spirit of instantly facing and slaying the foe. Youth's trophies have their perpetual value, not for admiration as if hung on the walls of some temple or hall to shed glory on the victors in past achievement or prowess, but a present force, quickening energy, reviving courage, confirming purpose and strengthening the will.

But there is one more memory more precious, sacred and inspiring which David must have had in that hour of danger. It was that of his early unconquerable faith in the presence and help of his God—the God of his fathers. He trusted in Him that he would be delivered from his foe. He prayed to Him for triumph that God Himself might be honored in the overthrow of this enemy of Israel's enemy. It was the memory of his early youthful religious convictions, of his youthful religious ardor, of his consecration to God and His service. His victory was the victory of that simple but strong religious faith, of that quiet inner life of religious thought, purpose and ambition which then possessed him. He had come from the solitudes of the mountains and fields where he had been shepherding his father's flocks and he had by prayerful meditation and by listening to the voice of the spiritual within him learned the secret of faith's power. So when he came up to the battle field and saw the impending danger, the faith he had been nourishing prompts at once to action and in its action gives its noblest proof of vitality and power.

Young friends, no words of mine, no words of any one can adequately set before you the value which in the years that are before you shall be found in the single, simple, consciousness of having consecrated yourself to God in your youth. The memory of these early vows to God; of these early religious devotions and enthusiasms of that first holy communion away back even in early childhood days it may have been, will live with a freshness and a force that all the after varied and complex experiences can not deaden or diminish. To think that in the one great conflict of life, the mightiest and weightiest of all into which can ever be drawn, the

conflict wherein the two kingdoms of light and darkness, of truth and error, of love and hate, of God and the devil, were contending for the mastery and occupancy of your heart, youth gave its wise eternal decision in choosing God and His service. What like this memory to give steadiness and firmness to spiritual desire and purpose in the after years. What like this to thrill one's heart with delight and gratitude and to inspire it with fresh zeal and courage in the midst of temptations and trials. And when old age comes and one stands on the very verge of a long life and looks back down the vista of the receding bygone years, that act of surrender to God of one's whole life; that deliberate, intelligent choice of Him and of His service for time and eternity will stand out most luminous, in clearest, boldest outline. How joyously does one cherish that trophy of youth-time. That faith of my youth I have kept, says the aged Christian as he is ready to depart. The decisive battle of life I fought and won there long years ago. The trophy is mine." "There is none like it; give it me."

(At this point the class arose to receive Dr. Hall's closing words.)

And now my young friends for the farewell words of counsel to you as you rise to receive it. What stronger or wiser or more helpful word can I say to you than that which urges you to make now and ever uppermost in your thought and life your relation to God, to invisible and eternal realities. Cultivate a spirit of reverence. If you lose it all is lost and life will be disastrous failure. The world life into which you are to enter is charged and surcharged with a spirit of intense worldiness that is ever hostile to the spirit of reverence. Materialism not as a philosophical theory of life, for that has ceased to find teachers and followers of any note or respectability in the world of thought, but practically in the dominant spirit of the times. Abounding commercial prosperity, the rapid, marvelous increase of wealth and the consequent means of physical enjoyment have created an atmosphere and environment that are full of perils to the highest and best in this immortal life of ours. False ideals, false standards of life are lifted up before us. It is very noteworthy that the almost universal tone of the college baccalaureate sermons and addresses of the present year thus far, is one

of stern admonition and warning against the rapid degeneracy of American life and character by reason of this unparalleled material prosperity. Wealth and the greed for it are fast corrupting and despoiling us of those virtues which contribute to the strength, beauty and the glory of life. We are losing sight of the spiritual, the moral and the intellectual. Be right sure then that you are fully panoplied for this strenuous conflict which is before you, by a strong faith in the invisible and by such a reverence for that which manifests God, for that which has been revealed in His Son, your Saviour, that His sure word is having its full power over you. "What shall it profit a man if he gain the whole world and lose his own soul."

Girded with that weapon, now in your youth, as the strife with all its insidious perils shall beset you, as surely it will, you will find memory a timely and efficient helper for brave resistance and victory. "There is none like it; give it me."

Newburgh Free Academy

Commencement Exercises, 1906

AT ACADEMY OF MUSIC,

Wednesday Evening, June 27th, 7.45 o'clock.

"Step by Step."

ORDER OF EXERCISES.

Overture—"Refinement"— <i>E. Boettger</i>	Orchestra
Prayer	Rev. Andrew K. Fuller, D. D.
March—"Adulation"— <i>F. R. Seltzer</i>	Orchestra
Singing—"June"	Class
Salutatory	John Tighe
McCroskery Prize Essay—"Nature Study".....	Myrtle Conkling
Recitation—"Unguarded Gates".....	Clarence Ketcham
Medley Overture—"Catch of the Season".. <i>Ascher-Mahl</i> .	Orchestra
Essay—"Helen Keller".....	Rachel Hirschcoff
McCroskey Prize Essay—"Athletics in the High School,"	
	Joseph H. Taylor
Recitation—"In the Days of LaFayette".....	Florence Fiorini
Caprice—"Behold, my Love"— <i>Margis-Berger</i>	Orchestra
Recitation—"The Consolidation of Capital".....	Leroy Carnright
Original Translation from the German—"The Water of Youth,"	
	Maud S. Fuller
Oration—"Avarice"	J. Percy Hanford
Waltzes—"Nedra"— <i>Florence McPherran</i>	Orchestra

Recitation—"The Bridge of the Hundred Spans"....Lillian Jerome
Original Story—"Jim Peck's Invention".....Walter Brundage
Class Song.

ValedictoryMaude B. Layman

Address to Graduates.....Hon. B. B. Odell, Jr.

Conferring of Diplomas,

Samuel E. Shipp, President Board of Education

March—"The Paramount"—*Henry Restorff*.....Orchestra

Graduates.

CLASSICAL.

Layman, Maude Barclay	Conyngham, William Emanuel
Dominick, DeWitt Clinton, Jr.	

LATIN-SCIENTIFIC.

Boyd, Christina Cannon	Carnright, LeRoy
Fuller, Maude Sylvia	Gerow, Gilbert Westcott
Hirschcoff, Rachel	Hanford, J. Percy
Jerome, Lillian	Hornbeck, Thomas Bingham
Riley, Ethel May	Jamison, Harry Nelson
Walker, Ethel	Ketcham, Clarence Searle
Weed, Orlena	Savage, John Adrian
Whelan, Sadie Veronica	Smith, Harry Franklin
White, Flora May	Smith, William Alfred
White, Sadie Alice	Taylor, Joseph Hoyt
Young, Elizabeth Frances	Wygant, Theodore Hanford

SCIENTIFIC.

Brown, Mamie	Cohen, Harry
Case, Madeline	Courtney, William Barclay
Gottlieb, Mildred	Shelley, James Michael
Smith, Florence Louise	Tighe, John Robert
Ward, Anna Eliza	

ENGLISH.

Barratt, Ethel Marguerite	Walch, Hazel Wakeman
Callwell, Montelia Gertrude	Beakes, Charles Henry Curtis, Jr.
Conkling, Myrtle May Caroline	Brundage, Walter Aiken
Fiorini, Florence May	Gerow, Walter Haviland
Harvey, Bertha May	Kernahan, Charles Mallett
Horton, Florence Mae	Sands, Stanley George Stewart
Kidd, Madeleine Electa	Wyms, Edward Thomas
McConnell, Clara Percial	Sutherland, Harold Wray
Shipton, Marian Morton	Merritt, Homer Elliott
Smith, Meta Elizabeth	White, Thomas Shaw
Snyder, Jennie Frazer	Moore, Warren Brower
Woolsey, Maud May	

HONORS.

VALEDICTORY	Maude Barclay Layman
SALUTATORY	John Robert Tighe
CLASSICAL.....	Maude Barclay Layman
LATIN-SCIENTIFIC	Rachel Hirschcoff
SCIENTIFIC	John Robert Tighe
ENGLISH.....	Ethel Marguerite Barratt
DRAWING.....	Maude Sylvia Fuller, Madeline Case

Class Song.

The dear old school days are no more,
The moments are but few
When we must bid a fond farewell
To friends and teachers true;
As we recall the hours long past,
The bright scenes of to-day,
Let us resolve in future years
To cherish them alway.

CHORUS.

Good-bye to the dear old school days,
To the class of Nineteen Six,
No more to meet in school-day joys
But with new scenes to mix.
No matter where our paths may go,
May it be that we never lack
The love and duty that we owe
To our colors, gold and black.

As we pursue life's stormy way
And hear the tempests loud,
Let us remember that the sun
Is still behind the cloud:
Then let us promise ne'er to fear
To make the highest use
Of our motto, which we hold so dear,
"Per singulos passus."

(CHORUS.)

We think of what the years have wrought,
What joy and mirth they brought,
But gladdest hours are sometime past
And feet will tire at last.
If fortune, from her golden tower,
Strew roses on our way,
We'll change them for our class-day flower,
Carnations red and gay.

(CHORUS.)

—M. C.

Address to Academy Graduates.

BY HON. B. B. ODELL, JR.

It is a great pleasure for me to be here to-night and I am under many obligations to the President of the Board of Education for the courtesy he has extended to me. More than thirty years have elapsed since it was my privilege to become an alumnus of the Newburgh Free Academy. I know that it is customary upon occasions like this to attribute all success to our school training. Many of us are held up as shining, or awful examples of the influence, or lack of influence of educational training, but I am not inclined in that direction to-night and shall not enter into that phase of educational advantages. It is certain, however, that the influence of our school life, with the associations and memories which cluster around it, is lasting and of great advantage to us in our social and business life. It has therefore appeared to me, that while we would congratulate those who have successfully concluded their course of study, that our congratulations are also due to those who have taught or who have aided us in reaching this happy consummation. Our alma mater is dear to us because of its memories and associations and none is dearer than the recollection of the devotion of our teachers.

Education is culture, the vehicle of thought—the means by which generations are improved. It begins in infancy and ends not in death.

The close of school life is but the beginning of education. Success in the world depends not so much upon book knowledge as in its application as well as in a thoroughness and attention to details. The trouble in our busy lives is that we measure results by possession, and not by the actual labor which make accumulations possible. The scholar who adds to the world's knowledge, the philanthropist whose benefactions assuage suffering, the mother who

points out to us our duties and the pathway to future happiness, live longest in our memories.

It is never possible for any one individual to have a monopoly of learning no more than it is possible for him to assume a proprietorship over all the forces of nature. As only so much happiness can come to one by reason of wealth and beyond which there may be misery, so too much learning may be as dangerous as too little. Our happiness consists in being in accord with our fellowmen and in the knowledge that we contribute to that which makes for progress and advancement. To attempt that which is beyond our powers is to invite defeat. To understand our limitations, therefore, should be the chief object of learning. Every man, every woman has a part in life's work, and its results are measured by the aggregate of all efforts, rather than by those of the single individual. That which will promote friendship, respect for rights and a harmonizing and Christian influence among men is the strength of a nation. These are best secured through the diffusion of knowledge and the State therefore bases its hopes of perpetuity upon the education of its citizens.

Genius is but another name for work. All may not be artists, professional men or literatuers, but everyone in a humble sphere is as capable of doing as much for civilization as those whose names are more renowned. Our first duty in life is to choose that which we best can do, and thenceforth to devote all of our skill and energy in its successful prosecution. If we aim to do our best and are never satisfied with less, then our success is assured. Misdirected energy is responsible for almost all failures. To lead in any direction requires that your every force shall inspire respect and confidence in your fellow men. High ideals should be your aim, and in their acquirement every sacrifice that is compatible with honesty, manhood and womanhood is justifiable. The best thoughts and works of the man of all ages are yours for inspiration and study, but unless they awaken the latent power of your own minds, you can never hope to be a creative genius in the progress of the world. The man in the shop whose discernment has perfected machinery that lessens labor and increases productions may know "little Latin and less Greek," yet his learning is of far greater value and worth

to the community than that of those who absorb without contribution. Application of knowledge to that which is useful is therefore the highest type of education.

Education, while it brings its pleasures, also has its responsibilities, some of which you assume to-night. Length of years in these days does not count for so much as material knowledge and even the youngest of our citizens may be most potent and powerful in the enunciation and application of those rules and doctrines which are constantly moving us forward. Success in life is not always measured by dollars. The teacher who devotes his life to training the young has his greatest compensation in the success of his pupils. The mechanic may never amass wealth, but the knowledge that his children have commenced life's work a little in advance of his own beginning and circumstances, brings a greater satisfaction than could be purchased by wealth.

Imitation is flattery. Originality is the sign of intelligence. To be something of your own force is much better than to always follow in the footsteps of others. There is much greater satisfaction as a creative power, than as an imitator. One brings respect and the other places you in the ranks of the servile. Never be afraid of work, for labor accomplishes all things. Those who are satisfied, however, with more accomplishment with the least possible expenditure of force and brains will never become leaders, but will always follow and wonder at the success they can never hope to secure for themselves. That which comes by what we call luck and chance is often the result of the hardest kind of work, or by the application of principles whose formulation resulted from observation and study. In these days we hear much of lost opportunities by reason of the peculiar condition which exists in the business world. It is only the ranks of the mediocre that are overcrowded, for talent there is the same opportunity as ever before.

That which has made human hands for the time being seem useless, has only made more necessary their employment in other and more lucrative fields. There is nothing, therefore, to dishearten the energetic and capable if they have the philosophy to reason and faith and confidence in their works.

Too often we are over taught the seriousness of life; too often

our youth are told that manhood and womanhood are much more serious affairs than they really are. Youth is the springtime of our existence, when nature has garlanded it with her most beautiful flowers and magnificent verdure. To destroy its romances and fancies would be almost criminal. Keep them until old age, ay, until death shall close the eyes, for they will be a comfort and solace when adversities shall come. What though we dream, for dreams may beget ambition, and without ambition life would indeed be hopeless. To be employed is to be happy. There is nothing that breeds discontent and unhappiness so much as idleness. To be ever at work for the accomplishment of something useful should be your highest aim. Envy is the badge of ignorance. Too often do we hear complaints of our lot in life, and too often are comparisons made with the more successful.

Do not measure progress by selfish standards. Success is more truly gauged by the good we do our fellows. Let not your environments make you unmindful of the lot of those who are less fortunate. There can be no more beautiful sentiment in life, or epitaph after death, than that "He loved his fellow men." This is the perfect civilization towards which we are advancing. Virtues which we worship may be the sins of saints. Character which we commend may cover the most infamous souls, yet withal we should judge with charity and seek not reform at the expense of suffering or defamation. Charity is the most beautiful of human virtues, extending even beyond the boundless realm of eternity. Judge not hastily of the acts of the unfortunate and never seek reputation or advancement through the destruction of character. Too often in these days does selfish ambition seek its fulfillment in this manner. One of the aims of the educated mind should be to make virtue more palatable than vice. The slanderer is an enemy of civilization, a truism that is a deduction from the truth of history. Learning teaches us to act with moderation and certainty. Better be sure than to be compelled to apologize for or retract a statement that follows misdirected energy. Those who act without thought are always at a disadvantage. Mendacity may conceal their mistakes for a time, nay may even bring applause from the unthinking, but the end is shame and defeat.

To you comes a duty to make our public life cleaner. Honesty in our private affairs will make for honesty in our public life. Those who are careless of their private matters, excusing that which trenches upon the dishonest, are sure to be careless of the greater affairs of the nation. Those who possess intelligence have a respect for constituted authority and mobs are never successful where knowledge holds sway. Reforms are secured by the intelligent action of the people. There is no greater duty you owe to the State, to whose paternalism you are indebted for your education, than to uphold its authority.

So long as our time is devoted in carping criticism or in envy of the success of others, do we not alone hinder our own progress but kindle flames of discord in the State. The unrest of the public often has its beginning in the unreasonable complaints of the few. So long as this unrest is fomented without cause, so long is there dissipation of force that is necessary to the well being of the State and the good of society. As good citizens, as educated men and women, it is your duty to work against such forces as are calculated to work harm to our country. Work for the diffusion of yourself, for our best is usually hidden when it should be an outward force acting for good. Fate may have much in store for you. Do not attempt to shirk your responsibilities, for you must meet them sooner or later, and as to how honestly and efficiently you perform your duties so your reward will be.

In all the affairs of life never become a recluse. Those who hide their talents—their learning, are like the miser who hoards his gold. The knowledge of possession may give personal satisfaction, but learning and gold both lose their power for good by reason of misuse. To starve the mind or body by denying it healthful enjoyment and pleasure is to weaken both and thus make both incompetent of their fullest power and possibilities. Prudence is most desirable, but not that prudence which measures self above all other considerations.

The exercises this evening are perhaps not so well understood by you now as they will be later on. Up to the present your lives have been for the most part free from care and trouble. As the years go on, however, as the ties which have bound you together shall

weaken and separation shall come, then you will realize to a greater degree than you can possibly do now how great have been your privileges; how dear your friendship and how much you owe those who have aided you thus far. The best return that you can make is to be diligent, to use your best efforts to uphold those principles whose softening powers are a force for good in the future of our city and State.

Congratulations are due you, and best wishes too, and these I am sure are offered you by every parent, by every well wisher of our country as they welcome you to the great army of patriotic citizenship. And to you, my fellow citizens here assembled, there is due also congratulations and thanks. This class whose graduation exercises we have participated in to-night is but one of many that have come and gone, and each has by their accomplishment added grace and pleasure to our community. A school system such as ours is a credit to our people. It gives us a return in educated men and women who make more certain the perpetuity of our nation. While we congratulate the members of the class of 1906, let us at the same time resolve to renew our obligations, to regenerate our faith and work with them for that success which means advancement towards more perfect civilization and the upbuilding of our State and nation.

Recitation—"The Master Mastered".....Mary Winifred Fuller
 Singing—"Sail On, O Ship of State".....Class
 AddressRev. A. H. Robinson

DISTRIBUTION OF CERTIFICATES OF GRADUATION.

ACADEMY ORCHESTRA.

Piano—Miss Margaret Meakim.

Violins—Miss Maude Carpenter, Jay E. Kilpatrick, Preston
 McMullen, Graham Leslie, Charles Penney, Leonard Gerow, George
 Hermann.

Bass—William Courtney.

Flute—Ray Conrad.

Clarinet—James Fitzgerald.

Cornets—David Updegraff, Edward Gidley.

Assisted by Samuel Marsden, Trombone.

Graduates.

Aldrich, William S.
Bancroft, Ralph
Barnett, Elmer H.
Barton, T. Paul
Bennett, Melvin F.
Bescherer, Christian
Best, Florence
Bradley, Edith M.
Bartlett, Walter
Brown, C. Bowman
Brundage Camilla
Brundage, William H.
Campanella, Philip
Campbell, Albert P.
Campbell, Luella
Canfield, Clara Belle
Cassedy, James Townsend
Chamberlin, Mabel A.
Chandler, Harry
Charnowitz, George Henry
Collins, Elsie
Collins, Madeline E.
Comfort, H. Harrison
Conklin, Harold Frank
Corwin, Isaac L.
Coursen, Eva A.
Courtney, George T.
Crosby, Mae Theresa
Davis, James Johnston
Decker, Jacob A.
Delaney Marguerite M.
DuBois, Eva O.
Dunning, Lena E.
Everson, Anna
Farrenkopf, Jennie Frances
Felton, Walter
Fenwick, Louis F.

King, Everett Scott
Knapp, Ina G.
Lavery, John K.
Lee, Ruth C.
Leech, Margaret K.
Leslie, Marie W.
Levy, Gertrude
Linton, Mary
MacDowell, Gertrude
Macintosh, Jeannie Jessie
Maloney, Harold L.
Marcus, William George
McDowell, Edith
McKay, Mary L.
McKeown, Anna M.
McNair, Gertrude
Melick, Nettie
Miller, Emma A.
Moran, Anna
Moran, John J.
Naylor, John L.
Naylor, William F.
Newsome, Elizabeth
O'Donnell, May A.
Olsen, Gustave F. L.
Palester, Charles
Pantley, Beatrice
Parrott, Bessie
Pierson, Edward Grear
Pindar, Mabel E.
Powell, Helen F.
Reill, Margaret Helen
Robinson, Helen M.
Robinson, William
Rogers, Mary V.
Rose, Hilend C.
Roy, Kenneth Warren

Finkelstein, William	Ryan, Emma H.
Finn, Anna M.	Sansbury, Albert H.
Fisher, Lewis	Schoonmaker, William
Fitzpatrick, Joseph Albert	Scott William J.
Flynn, Walter F.	Shaw, J. Wallace
Fuller, Mary Winifred	Sherwood, Sophia
Fullerton, Minnie B. Higginson	Shields, Anna C.
Gedney, Arthur J.	Simon, Nathan
Gedney, Florence M.	Sloan, Ethelyn A.
Graham, John	Smith, Jennie S.
Greenwood, Raymond	Smyth, Roberta Eleanor
Gregg, Otis T.	Sterling, Maude L.
Gutchens, George S.	Stewart, Scelinda K.
Haible, Martha S.	Sweeney, John J.
Hamilton, Adaline	Taylor, Bertram H.
Hardenbergh, Eva Lou Ella	Taylor, Virginia
Hawks, Harold S.	Thomas, Joseph George
Hills, Thomas S.	Traphagen, Clarence
Hindle, John C.	Ulrich, Elsie F.
Hirschcoff, Frances	Vredenburg, Loretta M.
Hoffman, Sarah	Wands, James
Horwald, Harry W. E.	Ward, Edith
Hunt, Jane C.	Ward, Emma Louise
Irwin, E. Bruce	Ware, William G.
Israels, David	Waring, Clara M.
Jameson, Julia Anna	Waring, Charles W.
Jameson, Lavinia	Waring, Jennie I.
Johanson, Alfred C.	Watts, Franklin L.
Johnson, Emily A.	Weed, Grace
Jones, Edwin M.	Weeks, Jennie M.
Joseph, David	Westervelt, Belle
Kantrowitz, Sarah	White, Louis C.
Kernahan, Margaret Anna	Withey, John Howard
Kilmer, Walter A.	Wynn, Caroline M.

Address to Grammar School Graduates.

BY REV. A. H. ROBINSON.

They tell the story about a small boy belonging to a rich family in Boston, who had never enjoyed the advantages of a public school education, and whose day's work was very distinctly marked out for him, that when his birthday came around he asked that his birthday present consist of just half an hour to himself. So you have given me just a few minutes at the close of these interesting exercises to myself, to tell you what seems to me to be the significance of this occasion.

In the first place, this graduation will mean very little if any of you entertain the notion that you have gone to school long enough. As an introduction to the sacred precincts of the Newburgh Academy it is of great importance, but if anybody here thinks he doesn't need to know any more, I would like to talk with him a few moments after these exercises are over.

It is time that you begin to consider what you are going to school for and what is required of any boy or girl who has had educational advantages. If you have anything to do the best method to pursue is to do it yourself. Very likely even by this time you have found the truth of this. The difficulty is that when you ask somebody else to do it their work lacks thoroughness.

I hope this is one of the things you have learned in the different grades through which you have passed. When you pass on to the Academy you will be expected to be "There"—not one-half there, nor nine-tenths, nor ninety-nine one-hundredths, but simply "there."

There isn't any royal road to learning and if any of you have ambitions of this kind I assure you that my suggestion about being

"There" and the habit of concentrating your minds on the task before you is very important.

Another very good habit to form is suggested by a very familiar sign which you may see along the streets. It says, "Shine Inside."

That not a very easy thing to do either. It's not an especially difficult task to shine on an occasion of this kind, but when stormy days come and you have to shut yourselves up to work out some problem or face the drudgery of routine it is a great advantage to be able to "shine inside."

A good many years ago, Mr. Emerson said, "As goes America, so goes the world." That was a surprising statement to make, because our country was very small then and other nations looked down on us. But the prophecy came true, as we may witness to-day. I am sure I shall not be far amiss if I say as go the graduates of the Newburgh Grammar Schools, so goes the future of the Newburgh Academy, and as goes the Newburgh Academy, so goes the future of your city.

As you see there is a great deal of significance to these exercises this afternoon after all. "For," as the poet says, "the grandest days are before us, and the world has yet to see the noblest work of all the earth, in the men who are yet to be."

I forgot something—to offer my congratulations—but I do so with all my heart.

Roll of Honor.

The following pupils in the public schools of Newburgh were present every day during the school year just closed:

FREE ACADEMY.

Pupils who have been neither absent nor tardy during the year 1905-1906:

Clara MacConnell,
Maude B. Layman,
Jennie Snyder (10 years),
Mamie Brown (6 years),
Florence Fiorini (9 years),
Sadie V. Whelan,
Christina Boyd,
Maude Woolsey,
William Courtney,
Joseph Taylor,
J. Percy Hanford (6 years),
Theodore Wygant (2 years),
Stanley Sands (3 years),
Edgar Barnes,
Moses Sobel,
Fred Smith,
Margaret Stewart (2 years),
Margaret Flanagan,
Helen Mapes,
Lulu Turner,
Gertrude Woolsey (2 years),
Gregg Courtney,
Ethel Lawson,
George Hermann,
Mary G. Smith,
Elizabeth Daley,
Violet Solomon (2 years),
Altie Wilkin (3 years),

Ethel M. Lang,
Viola Hawks,
Catherine Dougherty,
William Noyes (2 years),
Charles McErlean (2 years),
J. Gerow Wilkin.
Lawrence Carpenter,
Theresa Foley,
Daisy Ryan (2 years),
Edna Siener (6 years),
Olla Tierney,
Frances Biggie (2 years),
Spencer Brooks (2 years),
Grover Harris (2 years),
Fred S. Masten,
Albert P. Lockwood (2 years),
William V. Tole.
Margaret Leech,
Louella Campbell,
Helen Powell,
Caroline Wynn,
Anna Shields,
Ralph Bancroft,
Kenneth Roy,
Alfred Johanson,
Edith McDowell,
Edith Ward,
Charles Waring.

WILLIAM H. DOTY, Principal.

WASHINGTON STREET SCHOOL.

Pupils present every day during school year :

Anna Moran,
Ethelyn Sloan,
Ruth Lee,
Emily Johnson,
Emma Ryan,
Florence Gidney,
Bessie Parrott,
Beatrice Pantley,
Anna Everson,
William Robinson,
Francis Naylor,
John Lavery,
John Graham,
William Scott,
George Gutcheus,
John Moran,
William White,
Robert McWilliams,
William Brown (9 years),
Eugene Farrington,
Florence Haley,
Anna Griffin,
Mabel Krismeyer,
Clara Townsend,
Jessie Lavery,
Margaret Simpson,
Bessie Alexander,
John Conway,
Henry Chalauka,
Robert Garrison,
Vincent Hardick,
John Matuszewski,
Robert Simpson,
Linwood Underhill,
George White,
Mary McCracken (5 years),
Harry Parrott,
May Armour,
Eleanor McConnell,
Edith Swanson,
Laura Brown,

Marie Gardella,
Bertha Lamont,
Edwin Standring,
John Daly,
Harry Rhodes,
John Hunter,
Robert Lamont,
William McCracken,
Maud Newsome,
Agnes Lamont,
John Moore,
Wesley Bartels,
James Ryan,
Russell Scott,
Robert Wright,
Stella Brown,
Edna Hammer,
William Bartels,
Albert Eiper,
Frank McWilliams,
Richard Scott,
Herbert Smith,
Alvin White,
Louis Potente,
Barbara Battiger (4 years),
Ethel Chase,
Viola Smith,
Elizabeth Seymour,
Samuel Simpson,
Robert Bowman,
Elmer Taylor,
Mildred Haring,
Burton Nelson,
Mary Haley,
Elizabeth Lamont,
Gertrude Ryan,
Ellen Moore,
Fritz Nelson,
Dewey Hunt,
Anna McCurry,
Thomas Magdzsar,

Roy Sarvis,
Robert Armstrong,
Clarence Hedges,
Frank Selke,
Julia Selke,
Agnes Scymour,
Jennie Todd,
Matilda Magdzsar,
Evelyn McConnell,
George Everson,
Robert Helstern,
Howard Townsend,
Jennie Armour,

George Daly,
George Parrott,
James Brown,
Raymond Smith,
Andrew Bowman,
Harry Conors,
Evalena Leamy,
Mary Hunter,
Rose Potonia,
Lulu Hammer,
Agnes Barclay,
Mary Ross.

WILLIAM H. KELLY, Principal.

GRAND STREET SCHOOL.

The following pupils have been present every day during the school year:

Roberta Smyth,
Eva Hardenbergh,
Clara Canfield,
Jennie Farrenkopf,
Minnie Fullerton,
Lillian Mackey,
Lauretta Carter,
Florence Relyea,
Edward Carpenter,
Frank Hawkins,
Eleanor McGregor,
Mildred Montgomery,
Ruth Thayer,
Elsie Paffendorf,
Vincent Egan,
Howard Anderson,
Henry Malloy,
William Northrop,
Harry Noyes,
Clifford Barnes,
William Abel,
Powell Hunt,

Bryce Barr,
Frederic Yesse,
Frances McMullen,
Celia Daniels,
Christopher Malloy,
Augusta Schouten,
Emma Cesse,
James Ralph,
Harold Laubenheimer,
John Warner,
Doris Bentley,
Robert Dell,
Arthur White,
Leopold Schaefer,
Bessie McGregor,
Anna Barnes,
Gertrude Repp,
Frederick Bernard,
James Fullerton,
Thomas Fullerton,
Elsie Yesse.

CHARLES E. SNYDER, Principal.

SOUTH STREET SCHOOL.

Pupils present every day during the school year :

Alfred M. Cosman,
William R. Miller,
Charles D. Stratton,
Fred A. Waddington,
Altie M. Wilkin,
Gerow Wilkin,
Rainey Little,
Ralph Hoag.
Ellinor Allison,
Stewart Marsden,
William Guthrie,
John Dougherty,
William Wynn,
Eva Coursen ,
May O'Donnell,
Harrison Comfort,
Harold Hawks,
Frank Hunter,
Jean J. Macintosh,
Camilla Brundage,
Myra Clark,
Bessie Dubois,
Mary Hulse,
Clark Stratton.

Caroline Wynn,
Viola Johnson,
Stephen Herbst,
Mary Gerhardt,
Anna Brundage,
Marie Covert,
David Davis,
Warren Bayne,
Frank Greenwood,
August Gerhard,
Joseph Cosman,
May Brown,
William Irving,
Harry Kinnicutt,
Antoinette King,
Thomas Hart,
Lillie Wakeman,
Frances Fleming,
Alice O. Donnell,
William Kernochan,
Florence Bayne,
Frank Gollow,
William Hawks,

IRA D. MINARD, Principal.

WEST STREET SCHOOL.

Names of those who have been present every day during school year :

Elsie M. Greenwood,
Timothy J. Kavanaugh,
William G. Carter,
Harry L. Kline,
Anna G. Smith,
Helen S. Taggart,
William F. Smith,
William G. Ross,
Mary Smith,

Cecelia Neary,
Kenneth J. Waite,
Harold Hoisted,
Charles Smith,
Harry Macfarland,
Stewart Foster,
Frederick Herrmann,
Martha Milner.

A. C. MILLER, Principal.

LIBERTY STREET SCHOOL.

The following named pupils have been present every day during the past year :

Henry Gardner,
Kenneth Templeton,
Matthew Toohey,
Olivia Campbell,
Claire O'Brien,
Clara Many,
Bessie Whitehill,
Edith Manitz,
Archibold Lawrell,
Walter Marvel,
Ward Relyea,
Rose Oberg,
Bertha Siener,
Harry McKinney,
Roy Stanton,
Alfred Boyle,
Anna L. Turner,
Mildred Ryan,
Jennie Ketcham,
Marjorie Conine,
Sophie Siener,
Herbert Dursch,
William McKeown,
Charles Templeton,
William Ulrich,
Hugh Ross,
Elizabeth Minnerley,

Andrew Todd,
Edward Barton,
Henry Sharpe,
Howard Neal,
Ernest Irwin,
May Denny,
Helen Moshier,
Berthold Lawrell,
Hazel Gutcheus,
Helen Todd,
Mary Dinsmore,
Mildred Templeton,
Florence Dillon,
George Carpenter,
Helen Cleveland,
Nonie Corbelly,
Rachel Shannon,
Dorothy McCauley,
Willard Gibson,
Floyd McDowell,
Walter Sharpe,
Henry Kempf,
Isabel McKeown,
Howard Conine,
Thomas Jamison,
Margaret Siener,
George McDowell.

GEORGE E. ATWOOD, Principal.

Officers of the Alumni Association, Newburgh Free Academy.

President	Alex. W. Coleman
First Vice-President.....	Frank W. Tompkins
Second Vice-President.....	Mrs. Augustus Senior
Third Vice-President.....	Rev. J. W. F. Carlisle
Fourth Vice-President.....	Mrs. George H. Merritt
Fifth Vice-President.....	S. Carlisle Goodrich
Recording Secretary.....	Mrs. George E. Trimble
Corresponding Secretary.....	Peter Cantline
Treasurer	George S. Weller

EXECUTIVE COMMITTEE.

Dr. John Deyo, '73, Chairman.

George Weller,
 L. W. Y. McCroskery, '76,
 Alex. W. Coleman, '98,
 Le Grand Pellett,
 Miss R. Bell Chapman, '81,
 Miss Mabel T. Leeper, '00,
 Sara W. Snowden, '88,
 Mrs. Nathan S. Taylor, '74.
Wm. J. Wygant.

Course of Study.

PRIMARY DEPARTMENT.

FIRST YEAR.

Number Work	Combinations, through No. 10.
Reading	Ward's Phonograms.
Reading	Ward's Primer.
Reading	Ward's First Reader, commenced.
Physiology	Oral, 30 lessons, Pathfinder, No. 1.
Writing	Smith's Primer.
Drawing	Prang's Elementary Art Course, 2-3 hour per week.

SECOND YEAR.

Arithmetic	Read and write numbers to 1,000. Combinations to 25, addition and subtraction tables completed. Fractions in and including tenths, numerator one, original concrete work.
Writing	Smith's Short Course, Books I and II.
Drawing	Prang's Elementary Art Course, 1 1-2 hours per week.
Reading	Ward's First Reader completed.
Reading	Baldwin's First Reader.
Reading	Ward's Second Reader.
Physiology	Oral, 30 lessons, Pathfinder No. 1.
Spelling	Drill from reading lessons.

THIRD YEAR.

Arithmetic	Atwood's complete graded Arithmetic. Grade III.
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Writing	Smith's Short Course, Books III, and IV.
Spelling	Harrington's Speller, Part I, pages 21 to 36.
Drawing	Prang's Elementary Art Course, 1 1-3 hours per week.
Reading	Baldwin's Second Reader.
Reading	Ward's Third Reader.
Physiology	First Half Child's Book of Health, (Blaisdell) Oral, 30 lessons.

FOURTH YEAR.

Arithmetic	Atwood's Complete Graded Arithmetic. Grade IV.
Writing	Smith's Intermedial Course, Books 5 and 6.
Spelling	Harrington's Speller, Part I, pages 37 to 56.
Geography	Natural Elementary to page 65.
Language Lessons	Hyde's Practical Lessons in English, Part I.
Drawing	Prang's Elementary Art Course, Books 1 and 2, 1 1-2 hours per week.
Reading	Baldwin's Third Reader.
Physiology	First Half of Pathfinder, No. 2.

FIFTH YEAR.

Arithmetic.....	Atwood's Complete Graded Arithmetic, Grade V.
Intellectual Arithmetic.....	Colburn, for drill.
Writing	Smith's Regular Course, Books 3 and 4.
Spelling	Harrington's Speller, Part I, pages 56 to 78.
Geography	Natural Elementary, completed.
Language Lessons.....	Hyde's Practical Lessons in English, Part II.

- Drawing Prang's Elementary Art Course,
Books 3 and 4, 1 1-2 hours per
week.
- Reading Baldwin's Fourth Reader.
- Physiology Pathfinder No. 2, completed.
- Supplementary Reading in all grades.

Music in 4th and 5th year, one hour per week—National Second
Music Reader.

GRAMMAR DEPARTMENT.

SIXTH YEAR.

- Arithmetic Milne's Standard, pages 99 to 183.
- Intellectual Arithmetic.....Colburn, for drill.
- Writing Smith's Regular Course, Books 5
and 6.
- Spelling Harrington's Speller, Part II, pages
1 to 31.
- Geography Natural Advanced to page 93.
- Grammar Reed & Kellogg's Graded Lessons
in English to lesson 48.
- Drawing Prang's Elementary Art Course,
Books 5 and 6, 1 1-2 hours per
week.
- Reading.
- Physiology First Half How to Keep Well,
(Blaisdell).

SEVENTH YEAR.

- Arithmetic Milne's Standard, from pages 183
to 251.
- Intellectual Arithmetic.....Colburn, for drill.
- Writing Smith's Regular Course, book 7.
- Spelling Harrington's Speller, Part II, pages
32 to 60.
- History Montgomery's United States to
page 191.

Geography	Natural advanced, complete the book.
Grammar	Reed & Kellogg's Graded Lessons in English, lessons 48 to 82 inclusive.
Drawing	Prang's Elementary Art Course, Books 7 and 8, 1 1-2 hours per week.
Reading	
Physiology	How to Keep Well, complete. (Blaisdell).

EIGHTH YEAR.

Arithmetic	Milne's Standard, completed.
Intellectual Arithmetic.....	Colburn's, for drill.
Writing	Smith's Regular Course, book 8.
Spelling	Harrington's Speller, Part II, completed.
Bookkeeping	Montgomery's Bookkeeping, single entry.
History	Montgomery's United States and the Constitution of the United States, complete.
Grammar	Graded Lessons in English, complete. Higher Lessons in English.
Grammar	Composition special.
Drawing	Prang's Elementary Art Course, Books 9 and 10, 2 hours per week.
Physiology	Our Wonderful Bodies, (Hutchinson).

Music in all grades one hour per week—National Second Music Reader.

Manual Training, one-half day each week for Eighth Grade.

Course of Study.

ACADEMIC DEPARTMENT.

ENGLISH COURSE.

NINTH YEAR.

First Term.

English 5.
Algebra 5.
Biology 5.
Double Entry Bookkeeping 5.

Second Term.

English 5.
Algebra 5.
Biology 5.
Double Entry Bookkeeping 5.

TENTH YEAR.

First Term.

English 5.
Geometry 5.
Ancient History 5.
Physical Geography 5.

Second Term.

English 5.
Geometry 5.
Ancient History 5.
Arithmetic 5.

ELEVENTH YEAR.

First Term.

English 5.
Algebra 3.
Physics 4.
English History 3.
Advanced Bookkeeping 5.

Second Term.

English 5.
Algebra 3.
Physics 4.
English History 3.
Civics 5.

Manual training and drawing (Prang System) each one-half day a week.

SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

English 5.
 Algebra 5.
 Biology 5.
 Double Entry Bookkeeping 5.

Second Term.

English 5.
 Algebra 5.
 Biology 5.
 Double Entry Bookkeeping 5.

TENTH YEAR.

First Term.

English 5.
 Geometry 5.
 Ancient History 5.
 Physical Geography 5.

Second Term.

English 5.
 Geometry 5.
 Ancient History 5.
 Arithmetic 5.

ELEVENTH YEAR.

First Term.

English 5.
 Algebra 3.
 Physics 4.
 English History 3.
 French or German 5.

Second Term.

English 5.
 Algebra 3.
 Physics 4.
 English History 3.
 French or German 5.

TWELFTH YEAR.

First Term.

English 3 (Elocution).
 American History and Civics 5,
 or Solid Geometry 5.
 Chemistry or Physiography 5.
 French or German 5.

Second Term.

English 3 (Elocution).
 American History and Civics 5,
 or Advanced Algebra 5.
 Chemistry or Physiography 5.
 French or German 5.

Manual training and drawing (Prang System) each one-half day a week during ninth, tenth and eleventh years, and drawing one hour a week during the twelfth year.

LATIN-SCIENTIFIC COURSE.

NINTH YEAR.

First Term.

English 5.
 Algebra 5.
 Biology 5 or Ancient History 5.
 Latin 5.

Second Term.

English 5.
 Algebra 5.
 Biology 5 or Ancient History 5.
 Latin 5.

TENTH YEAR.

First Term.

English 5.
 Geometry 5.
 Ancient History 5 or French
 or German 5.
 Caesar 5.

Second Term.

English 5.
 Geometry 5.
 Ancient History 5 or French
 or German 5.
 Caesar 5.

ELEVENTH YEAR.

First Term.

English 5.
 Algebra 3.
 Physics 4.
 English History 3.
 Cicero or French or German 5.

Second Term.

English 5.
 Algebra 3.
 Physics 4.
 English History 3.
 Cicero or French or German 5.

TWELFTH YEAR.

First Term.

English 3 (Elocution).
 American History and Civics 5,
 or Solid Geometry 5.
 Virgil or French or German 5.
 Chemistry or Physiography 5.

Second Term.

English 3 (Elocution).
 American History and Civics 5,
 or Advanced Algebra 5.
 Virgil or French or German 5.
 Chemistry or Physiography 5.

Manual training and drawing (Prang Ssystem) each one-half day a week during ninth, tenth and eleventh years, and drawing one hour a week, during the twelfth year.

Classes in Plane Trigonometry formed as required.

Students preparing for Normal School are required to take Biology in the ninth year and American History and Civics in the twelfth year.

CLASSICAL COURSE.

NINTH YEAR.

First Term.

English 5.
Algebra 5.
Ancient History 5.
Latin 5.

Second Term.

English 5.
Algebra 5.
Ancient History 5.
Latin 5.

TENTH YEAR.

First Term.

English 5.
Geometry 5.
Caesar 5.
Greek, French or German.

Second Term.

English 5.
Geometry 5.
Caesar 5.
Greek, French or German.

ELEVENTH YEAR.

First Term.

English 5.
Algebra 3.
Cicero 5.
Greek, French or German 5.

Second Term.

English 5.
Algebra 3.
Cicero 5.
Greek, French or German 5.

TWELFTH YEAR.

First Term.

English 3 (Elocution).
Review Geometry 2.
Virgil 5.
Third Foreign Language 5.

Second Term.

English 3 (Elocution).
Review Geometry 2.
Virgil 5.
Third Foreign Language 5.

Manual training and drawing (Prang System) each one-half day a week, during ninth, tenth and eleventh years, and drawing one hour a week, during the twelfth year.

COURSE OF STUDY ARRANGED FOR COMPARISON. **Newburgh Free Academy, September, 1906.**

ENGLISH.	SCIENTIFIC.	LATIN SCIENTIFIC.	CLASSICAL.
<p>NINTH YEAR.</p> <p>English 5 Algebra 5 Biology 5 Bookkeeping 5</p> <p>TENTH YEAR.</p> <p>English 5 Geometry 5 Ancient History 5 Phys. Geog. & Arith. 5</p> <p>ELEVENTH YEAR.</p> <p>English 5 Algebra 3 Physics 4 English History 3 Bookkeeping & Civics 5</p>	<p>NINTH YEAR.</p> <p>English 5 Algebra 5 Biology 5 Bookkeeping 5</p> <p>TENTH YEAR.</p> <p>English 5 Geometry 5 Ancient History 5 Phys. Geog. & Arith. 5</p> <p>ELEVENTH YEAR.</p> <p>English 5 Algebra 3 Physics 4 English History 3 French or German</p> <p>TWELFTH YEAR.</p> <p>English 3 (Elocution 2) Amer. Hist. & Civics 5 or Solid Geom. & Ad. Alg. 5 French or German 5 Chem. or Physiography 5</p>	<p>NINTH YEAR.</p> <p>English 5 Algebra 5 *Biology or Anc. Hist. 5 Latin 5</p> <p>TENTH YEAR.</p> <p>English 5 Geometry 5 Anc. Hist. or French or Ger. Caesar 5</p> <p>ELEVENTH YEAR.</p> <p>English 5 Algebra 3 Cicero 5 Anabasis, French or Ger. 5</p> <p>TWELFTH YEAR.</p> <p>English 3 (Elocution 2) Review Geom. 2 Virgil 5 Iliad, French or Ger. 5 3d Language 5</p>	<p>NINTH YEAR.</p> <p>English 5 Algebra 5 Ancient History 5 Latin 5</p> <p>TENTH YEAR.</p> <p>English 5 Geometry 5 Caesar 5 Greek, French or Ger. 5</p> <p>ELEVENTH YEAR.</p> <p>English 5 Algebra 3 Cicero 5 Anabasis, French or Ger. 5</p> <p>TWELFTH YEAR.</p> <p>English 3 (Elocution 2) Review Geom. 2 Virgil 5 Iliad, French or Ger. 5 3d Language 5</p>

* Pupils preparing for Normal Schools must take Biol 9th year and Am. History and Civics in the 12th year.
 Classes in Plane Trigonometry formed as required. Manual Training and Drawing each one half day a week, during 9th, 10th and 11th years, and drawing each one hour a week during 12th year.

Outline of Language Work and Reading in Grades Below the High School.

FIRST GRADE.

Oral composition or reproduction.

The children telling simple stories in their own language, which the teacher has previously told or read to them.

Sentence Writing.

First—Copy sentences from the blackboard.

Second—Write sentences from dictation.

Learn the use of capitals, the period and interrogation point.

SECOND GRADE.

Oral composition. Material for oral composition furnished by the teacher or from the children's readers.

Continue writing sentences as in first grade and have children make up sentences from familiar objects.

THIRD GRADE.

Oral composition daily.

Question the children about everything in the reading lesson to aid them in getting the thought and to create interest.

Have them write short simple stories which they have previously given orally.

FOURTH GRADE.

Question the children carefully about everything they read.

Oral composition. Follow Hyde's Practical Lessons in English, Part I, for the work in composition.

FIFTH GRADE.

Continue same plan with reading and oral composition as in the lower grades, but do more written work.

Use Hyde's Practical Lessons in English, Part 2, not giving much attention to technical grammar, but rather to composition work.

SIXTH, SEVENTH AND EIGHTH GRADES.

Continue same plan with reading. Material for composition work, both oral and written, can be taken from the reading and from subject studied in the grades, e. g., Geography, History, Physiology, using topical method of recitation.

Reed & Kellogg's Lessons in English in the sixth and seventh grades. Higher Lessons in English in the eighth grade.

Written work in composition or letter writing once a week.

In all grades require children to memorize poems and prose selections suitable to grade.

Selections to be memorized, prescribed by syllabus for elementary schools.

FIRST YEAR.

The wind Robert Louis Stevenson
 Seven Times One Jean Ingelow
 Years at the Spring Robert Browning
 O Lady Moon Christina G. Rosetti
 What Does the Bee Do..... Christina G. Rosetti
 Foreign Children Robert Louis Stevenson
 Where Go the Boats..... Robert Louis Stevenson
 All Things Bright and Beautiful..... Cecil Francis Alexander
 Mother Goose Rhymes—

Little Bo-Peep.

This Little Pig.

Rock-a-Bye.

Hush-a-Bye.

Sing-a-Song.

Humpty Dumpty.

I Saw a Ship.

Little Boy Blue.

Mary, Mary.

SECOND YEAR.

My Shadow Robert Louis Stevenson
 The Swing Robert Louis Stevenson
 Lady Moon Lord Houghton

How Many Seconds in a Minute.....	Christina G. Rosetti
One, Two, Three.....	Henry C. Bunner
The Wonderful World.....	William Brightly Rands
America	Samuel Francis Smith
Wynken, Blynken and Nod.....	Eugene Field
The Owl and the Pussy Cat.....	Edward Lear

THIRD YEAR.

Marjorie's Almanac	Thomas Bailey Aldrich
Jack Frost	Hannah F. Gould
A Boy's Song	James Hogg
The Sandman	Margaret Vandergrift
A Child's Prayer	M. B. Benthem-Edwards
O Little Town of Bethlehem.....	Phillips Brooks
He Prayeth Best	Samuel Taylor Coleridge
Columbia, The Gem of the Ocean.	
Bobolink	Clinton Scollard

FOURTH YEAR.

The Wind and the Moon	George MacDonald
The Brook	Alfred, Lord Tennyson
Sweet and Low	Alfred, Lord Tennyson
Fairy Folk	William Allingham
The Bluebird	Emily Huntington Miller
The Night Wind	Eugene Field

FIFTH YEAR.

Robert of Lincoln.....	William Cullen Bryant
The Ship of State	Henry W. Longfellow
Lullaby for Titania	William Shakespeare
October's Bright Blue Weather.....	Helen Hunt Jackson
Warren's Address to the American Soldiers.....	John Pierpont
Home, Sweet Home.....	John Howard Payne
The Tree	Bjornstjerne Bjornson
The Blue Jay	Susan Hartley Sweet

SIXTH YEAR.

July	Susan Hartley Sweet
The Quality of Mercy.....	William Shakespeare
Sheridan's Ride	Thomas Buchanan Read
The Chambered Nautilus.....	Oliver Wendell Holmes
The Flag Goes By	Henry Holcomb Bennett
Before the Rain.....	Thomas Bailey Aldrich
May	Frank Dempster Sherman
Puck and the Fairy	William Shakespeare
The Coming of Spring	Nora Perry

SEVENTH YEAR.

Columbus	Joaquin Miller
Sir Galahad	Alfred, Lord Tennyson
A Song of Love.....	Lewis Carroll
The Name of Old Glory.....	James Whitcomb Riley
A Song of Clover.....	Helen Hunt Jackson
Scythe Song	Andrew Lang
Jog on, Jog on.....	William Shakespeare
The Star-Spangled Banner	Francis Scott Key
Spring	Henry W. Longfellow
Summer	Henry W. Longfellow
Autumn	Henry W. Longfellow
Winter	Henry W. Longfellow

EIGHTH YEAR.

Song of the Camp.....	Bayard Taylor
O, Captain, My Captain.....	Walt Whitman
Bugle Song	Alfred, Lord Tennyson
The Angler's Reveille	Henry Van Dyke
A Morning Song	William Shakespeare
Breathes there a Man with Soul so Dead.....	Sir Walter Scott
Battle Hymn of the Republic.....	Julia Ward Howe
Gettysburg Address	Abraham Lincoln
At Morning	Robert Louis Stevenson
On Books	Hamilton Wright Mabie

Supplementary Reading.

11TH AND 12TH YEARS.

Twelfth Night,	Prisoner of Chillon,
Tale of Two Cities,	Cricket on the Hearth,
Hamlet,	Merchant of Venice,
Talisman,	Silas Marner,
Vicar of Wakefield,	Lord Clive,
Pope's Iliad,	The DeCoverly Papers,
Christmas Carol,	Essay on Addison,
The Eve of St. Agnes,	Essay on Milton,
The Cotter's Saturday Night,	Macbeth,
The Princess,	Essay on Burns.
L'Allegro and Il'Pensercso,	Joan of Arc,
Comus and Lycidas,	English Mail Coach.
Burke on Conciliation,	

TENTH YEAR.

Pilgrims' Progress.	Ancient Mariner.
Merchant of Venice.	Silas Marner,
	The Deserted Village.

NINTH YEAR.

The Sketch Book,	Ivanhoe,
Idyls of the King,	Days of Ancient Rome.
	Vision of Sir Launfal.

EIGHTH YEAR.

Tanglewood Tales,	The Spy,
Story of Troy,	Burroughs' Birds and Bees.
The Young American,	Story of the Empire State.
A Hunting of the Deer,	Lady of the Lake,

SEVENTH YEAR.

Christmas Carol,	Story of the Thirteen Colonies.
Cricket on the Hearth,	Story of Greece,
True Stories from New Eng-	Carpenter's Asia and Europe.
land History.	Cyr's Reader, 5th Book.

SIXTH YEAR.

Indians of New England.
 Wonder Book, Parts I and II.....Hawthorne
 Carpenter's North America and South America.

FIFTH YEAR.

Cyr's Reader, 4th Book.
 American History Stories, Vol. I-IV.....Maria L. Pratt
 Leaves from Nature's Story Book, Vol. II.....Mrs. M. A. B. Kelly
 Stories of American Life and Adventure.....Eggleston
 Seaside and Wayside, Vol. III.....Julia McNair Wright
 Old Stories of the East.....Baldwin

FOURTH YEAR.

Cyr's Reader, 3rd Book.
 Stories of Great Americans for Little Americans.....Eggleston
 Grimm's Tales.
 Leaves from Nature's Story Book, Vol. I.....Mrs. M. A. B. Kelly
 Round the Year in Myth and Song.....Florence Holbrook
 Round the World, Book III.....Carroll

THIRD YEAR.

Cyr's Reader, 2d Book.
 Stories of Colonial ChildrenMaria L. Pratt
 Fables and Folk Stories.....Scudder
 Seaside and Wayside, Vol. I.....Julia McNair Wright
 Child Life, 3rd ReaderBlaisdell
 Round the World, Book II.....Carroll

SECOND YEAR.

Stories for Children	Mrs. Lane
Bow-Wow and Mew-Mew.	
Wake Robin Series, Vol. I.	
Æsop's Fables, I and II.	
Graded Literature, Reader No. 2.	
Round the World, Book I.....	Carroll

Text Books Used in the Public Schools.

FIRST GRADE.

Arithmetic Wentworth & Reed.
Physiology Child's Health Primer.
Reading Ward's Primer.
" Ward's First Reader.
" Baldwin's First Reader.
Writing Smith's Primer.

SECOND GRADE.

Arithmetic Wentworth's Primary.
Drawing Prang's Manual.
Physiology Pathfinder No. 1.
Reading Baldwin's First Reader.
" Ward's First Reader.
" Ward's Second Reader.
" Stories for Children.
" Wake Robin Series, Vol. I.
" Bow-Wow and Mew-Mew.
" Æsop's Fables, 112.
Writing Smith's Short Course, Nos. 1 and 2.

THIRD GRADE.

Arithmetic Atwood's complete Graded Arithmetic, Grade III.
Drawing Prang's Manual.
Physiology The Child's Book of Health.
Reading Baldwin's Second Reader.
" Ward's Third Reader.
" Stories of Colonial Children.

- " Fables and Folk Stories, Scudder.
- " Sea Side and Wayside, Vol. I.
- Spelling Harrington's Speller, Part I.
- Writing Smith's Short Course, Nos. 3 and 4.

FOURTH GRADE.

- Arithmetic ... Atwood's complete Graded Arithmetic, Grade IV.
- Drawing Prang's Nos. 1 and 2.
- Geography Natural Elementary, Redway & Hinman.
- Language Hyde's Lessons in English.
- Music Reader.. National No. 2.
- Physiology Pathfinder No. 2.
- Reading Baldwin's Third Reader.
- " Stories of Great Americans for Little Americans.
- " Grimm's Tales.
- " Leaves from Nature's Story Book, Vol. II.
- " Round the Year in Myth and Song.
- Spelling Harrington's, Part First.
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3	M. Edith Avery.....	57 Overlook Place.....	Jamaica Normal School.....	September..1906
5	Sarah K. Bannon.....	Little Britain road.....	New York State Normal College.....	March.....1899
5	Anna M. Barnes.....	47 Lander street.....	Newburgh Free Academy.....	May.....1892
2	Emma O. Barnes.....	47 Lander street.....	Newburgh Free Academy.....	February....1876
6	Florence E. Beakes.....	Crescent Avenue.....	Jamaica Normal School.....	September..1898
4	Annie E. Bayles.....	163 Johnston Street.....	New York State Normal College.....	September..1903
4	Janet M. Barr.....	183 Liberty street.....	Jamaica Normal School.....	September..1906
2	Eleanor R. Bazzoni.....	197 Lander Street.....	N. Y. State Normal College.....	September..1904
6	Nellie M. Bennett.....	66 Courtney avenue.....	New Paltz Normal School.....	September..1887
4	Alice Booth.....	78 Clinton Street.....	Elmira College.....	October....1893
4	Lillie A. Brundage.....	203 Robinson avenue.....	Newburgh Free Academy.....	September..1899
5	Jennie M. Boyd.....	Gidney avenue.....	Albany Normal College.....	February....1906
2	May M. Burhans.....	73 DuBois Street.....	N. Y. State Normal College.....	May.....1874
1	Jane A. Carmichael.....	64 South street.....	Newburgh Free Academy.....	September..1906
1	Guy H. Catlin.....	210 Liberty Street.....	Hobart College.....	May.....1882
4	Ella A. Chadborn.....	251 Third Street.....	Newburgh Free Academy.....	September..1893
5	Annie Clark.....	168 Chambers street.....	Newburgh Free Academy.....	November..1883
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TEACHERS IN THE PUBLIC SCHOOLS—Continued.

TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED,
3 Mabel Danlher.....	32 Lander Street, W. H.	New Paltz Normal School.....	April.....1905
3 Clara E. Delancy.....	10 Grand street.....	New York State Normal College.....	September..1890
4 May E. Delancy.....	10 Grand street.....	New York State Normal College.....	September..1887
3 Elizabeth Delany.....	4 Grand Street.....	Albany Normal College.....	September..1905
1 William H. Doty.....	112 Johnson street.....	N. Y. S. Normal College and N. Y. U.	September..1890
2 Isabella H. Dougherty.	153 Chambers street.....	Newburgh Free Academy.....	November..1881
3 Anna G. Egan.....	Cor. First and S. Miles st.	New Paltz Normal School.....	September..1908
2 Emma Everitt.....	171 Lander street.....	Newburgh Free Academy.....	September..1887
4 Anna E. Flannagan.....	Gidney avenue.....	Newburgh Free Academy.....	January.....1895
5 Kate A. Flannagan.....	Little Britain road.....	Newburgh Free Academy.....	September..1895
3 Harriet J. Fowler.....	56 Courtney avenue.....	Newburgh Free Academy.....	October....1898
3 Lillie Harcourt Fowler	262 Liberty street.....	Newburgh Free Academy.....	September..1887
2 Margaret J. Fowler.....	94 Johnston street.....	New York State Normal College.....	September..1892
1 Snyder J. Gage.....	The Alden, Third Street.	Union College and S. N. College.	September..1906
5 Mary E. Garvey.....	22 Colden street.....	New York State Normal College.....	March.....1899
6 Edith I. Grimley.....	55 Overlook place.....	New Paltz Normal School.....	September..1902
4 Jean C. Hamilton.....	Spring St., Fishkill.....	New Paltz Normal School.....	September..1901
6 Eliza Hannan.....	198 South street.....	New York State Normal College.....	August.....1897
3 Ethel L. Harris.....	251 First street.....	Newburgh Free Academy.....	December..1891
5 Anna P. Hasbrouck.....	167 Ann street.....	New York State Normal College.....	September..1904
6 Ida R. Henderson.....	Balmville.....	Newburgh Free Academy.....	September..1902
1 Alice R. Hitchcock.....	63 Farrington Street.....	Newburgh Free Academy.....	January....1895
1 Sylvester W. Holdredge	156 Montgomery street.	New York State Normal College.....	February..1902
3 Jessie Holland.....	115 First street.....	Cazenovia Seminary.....	September..1898
3 Helen R. Hunter.....	9 Henry avenue.....	Glens Falls Academy.....	September..1896
M Alex. J. Hutchison....	252 Liberty street.....	Jamaica Normal School.....	September..1902
3 Josephine Jansen.....	22 Dubois street.....	New York State Normal College.....	September..1892
	53 Montgomery Street....	Teachers' College, New York.....	February..1894
		New Paltz Normal School.....	May.....1902

TEACHERS IN THE PUBLIC SCHOOLS—Continued.

TEACHERS.		ADDRESSES.	WHERE EDUCATED.	APPOINTED
1	Anna Jewell.....	The Alden, Third Street.	Cortland Normal School.	September..1893
5	William H. Kelly.....	67 Grand street.....	Glens Falls Academy.....	September..1861
5	Eliza W. Kidd.....	29 Water street.....	Newburgh Free Academy.....	January....1890
6	S. Frances Kimball....	15 Clark Street.....	State Normal College.....	September..1905
4	Mabel T. Leeper.....	117 South street.....	Jamaica Normal School.....	September..1902
1	Ida C. Leroy.....	23 Farrington street.....	Newburgh Free Academy.....	September..1871
1	Cornelius W. Lockwood	12 Liberty street, W. H..	Harvard College.....	September..1900
1	Katharine M. Lezier..	82 Lander street.....	New York State Normal College.....	September..1896
4	Alice H. McConnell....	108 Dubols street.....	Newburgh Free Academy.....	September..1898
2	Effie L. McConnell....	108 Dubols street.....	Newburgh Free Academy.....	September..1885
6	Agnes McCullough....	10 Clark street.....	New York State Normal College.....	January....1896
3	Margaret M. Malloy...	45 Dubols Street.....	New York State Normal College.....	September..1904
4	Mary B. McCullough...	10 Clark Street.....	New York State Normal College.....	November..1901
2	Ethel M. McCullough..	167 Liberty Street.....	N. Y. State Normal College.....	June.....1906
4	Jennie McGiffert.....	67 Dubols Street.....	Jamaica Normal School.....	September..1905
1	Jennie Marvel.....	53 Ann street.....	Newburgh Free Academy.....	September..1888
6	Ada M. Meginn.....	90 Lander Street.....	New Palts Normal School.....	September..1902
6	Agnes C. Miller.....	Little Britain road.....	Newburgh Free Academy.....	February...1889
5	Caroline Millspeugh..	62 Campbell street.....	Newburgh Free Academy.....	September..1890
4	Ira D. Minard.....	67 Dubols Street.....	New Palts Normal School.....	September..1906
4	Harriet M. Peck.....	63 Montgomery Street...	Newburgh Free Academy.....	October....1888
5	Eva G. Penney.....	63 Liberty street, W. H..	Jamaica Normal School.....	September..1902
5	A. Gertrude Reilly....	25 Grand Street.....	Albany Normal College.....	September..1906
3	Frances A. Ritchie....	147 Lander street.....	Newburgh Free Academy.....	May.....1871
2	Carrie B. Ronk.....	46 Farrington street....	New Palts Normal School.....	January....1892
6	Katherine M. Ross....	519 Broadway.....	Jamaica Normal School.....	September..1906
4	Anna I. Ryan.....	304 Water street.....	New Palts Normal School.....	September..1900
1	Mildie B. Scott.....	127 Johnston street.....	Newburgh Free Academy.....	September..1872

TEACHERS IN THE PUBLIC SCHOOLS—Continued.

CITY OF NEWBURGH, N. Y.

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TEACHERS.	ADDRESSES.	WHERE EDUCATED.	APPOINTED.
5 Almira Seaman.....	275 Van Ness Street.....	New York State Normal College.....	September..1892
1 Elizabeth Sheridan.....	112 Montgomery Street.....	Albany High School.....	August....1895
3 Margaret M. Shaw.....	188 Liberty street.....	New York State Normal College.....	September..1899
1 Marietta Shaw.....	188 Liberty street.....	New York State Normal College.....	September..1899
6 I. Jeanette Sloan.....	160 Washington street.....	New York State Normal College.....	October....1898
3 Grace L. Smiley.....	164 Third Street.....	Newburgh Free Academy.....	January....1895
2 Mary A. Smith.....	73 Grand street.....	New York Public Schools.....	September..1892
2 Sarah W. Snowden.....	205 Water street.....	New York State Normal College.....	September..1890
2 Charles E. Snyder.....	82 South Liberty Street.....	N. Y. State Normal College, U. of A.....	October....1898
6 Loretta Theall.....	101 Lander street.....	Jamaica Normal School.....	September..1905
2 Maue H. Templeton.....	12 Washington Place.....	Jamaica Normal School.....	September..1906
5 Martha E. Woodburn.....	174 Lander Street.....	Jamaica Normal School.....	September..1906
3 Helen T. Woodburn.....	174 Lander Street.....	Jamaica Normal School.....	September..1906
1 Anna M. Tole.....	288 Grand Street.....	Newburgh Free Academy.....	February..1883
4 Elizabeth Totten.....	140 Johnston street.....	Newburgh Free Academy.....	September..1897
1 Dora M. Townsend.....	117 South street.....	Whitestown Seminary, N. Y. U.....	September..1899
4 Lucia C. Twine.....	100 Johnston street.....	Newburgh Free Academy.....	November..1893
M Agnes Templeton.....	168 Chambers street.....	Newburgh Free Academy.....	March.....1899
5 Gertrude Van Cleft.....	149 Grand street.....	Jamaica Normal School.....	September..1902
2 Harriet A. Van Duzer.....	65 Henry avenue.....	Newburgh Free Academy.....	January....1876
4 Lily I. Van Wyck.....	50 Chambers street.....	New York State Normal College.....	September..1890
5 Mary E. Van Wyck.....	50 Chambers street.....	Newburgh Free Academy.....	September..1893
3 Jessie F. Vincent.....	86 Washington Street.....	Newburgh Free Academy.....	September..1894
3 Emma R. Weed.....	25 Grand street.....	Newburgh Free Academy.....	September..1895
4 Anna F. Wells.....	122 Johnston Street.....	Jamaica Normal School.....	September..1906
4 Emma F. Wells.....	207 North Miller street.....	Newburgh Free Academy.....	September..1892
4 Jennie M. Wells.....	122 Johnston street.....	Jamaica Normal School.....	September..1902
5 Mary E. Wilson.....	41 Lutheran Street.....	Newburgh Free Academy.....	November..1891
3 Maud I. Whans.....	109 First Street.....	New York State Normal College.....	November..1891

LIBRARIAN AND ASSISTANTS.

NAMES.	RESIDENCE.	APPOINTED.	ANNUAL SALARY.
Thos. M. Hawthorne.....	292 First street.....	April 10, 1901.....	\$ 1,000 00
Lillie O. Estabrook.....	204 Montgomery street.....	September 30, 1898.....	800 00
C. V. A. Oakley.....	73 Grand street.....	June 1, 1901.....	500 00

ATTENDANCE OFFICER.

Clark B. Galatian.....	61 Courtney avenue.....	January 15, 1896.....	600 00
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SCHOOL JANITORS.

NAMES.	WHERE EMPLOYED.	NO. ROOMS.	RESIDENCE.	APPOINTED.	ANNUAL SALARY.
Jonathan Sterling.....	Free Academy.....	13	Grand street.....	October, 1899.....	800 00
Edward E. Sterling.....	Grand street.....	16	School building ..	September, 1903..	600 00
James S. Wands.....	Liberty street.....	19	47 Liberty street..	January 1, 1898..	900 00
William E. Ward.....	South street.....	23	South street	May 1, 1905.....	1,100 00
Alexander J. Withers.....	Washington street..	16	School building.....	October 1, 1898..	875 00
John Stone.....	West street.....	11	20 New Mill street..	October 1, 1898..	600 00
William E. Ward.....	Manual Training...	4	South street	May 1, 1905.....	600 00
Elmer S. Wiltale.....	City Library.....		53 Carson avenue...	September, 1898..	600 00

*Salary included in South St. School.

Members of the Board of Education, 1852-1906.

* Alsdorf, Egbert	1862-65
Baumes, Caleb H.	1900-08
* Belknap, M. C.	1884-92
* Beveridge, John	1852-57
* Beveridge, Thomas	1858-60
* Brewster, E. A.	1858-63, 1867-68, 1873-77, 1880-84
* Brown, Jacob	1855
* Brown, Rev. John	1852-53
* Callahan, W. H.	1861
* Case, Robert L.	1874-77
* Cassedy, A. S.	1874-78
* Clapp, Geo. M.	1865
* Clark, Geo.	1858-60
* Corwin, John	1864-72, 1877-81
* Culbert, W. A. M., M. D.	1855-57
* Dickson, James R.	1857-59
* Ely, Smith, M. D.	1876-80
* Embler, C. J.	1881-85
* Estabrook, Charles	1864-67
* Forsyth, Rev. John, D. D.	1853-77
Gearn, W. W.	1876-80
Gavey, Thomas W.	1897-1909
* George, Thomas	1859-61
Gleason, W. S., M. D.	1893-97
* Gregory, L. B.	1852-54
Halstead, Charles H.	1896-99
* Haines, P. S.	1867-70
* Harrison, Wm.	1885-92, 1894-98
* Hasbrouck, C. H.	1884-88

Hastings, James	1887-95, 1896-1909
Hirschberg, M. H.	1871-83
* Johnes, Edward R.	1861-63
* Jones, Hiram A.	1878-82
* Jones, Nathaniel	1852-56
* Jacobs, Gilbert E.	1895
* Kerr, George W.	1852-54
* Kimball, Thomas	1864-67, 1873
Kimball, William G.	1899-1907
* King, Stephen	1882-86
* Lawson, John K.	1858-61
* Lawson, Charles J.	1867
* Leonard, Chauncy M.	1869-71
* Leonard, D. Gillies	1852-56, 1862-1864
Lewis, John N.	1870-72
Lozier, Hiram	1896-1909
* Martin, Cyrus B.	1868-73
McCroskery, J. J. S.	1880-87
* McCutcheon, Hugh	1863-66, 1878-79
Merritt, Theodore	1870
Miller, A. Lincoln J	1904-07
* Moore, B. B.	1872-75
* Monell, J. J.	1852-54, 1865
* Peck, William E.	1862-64
Wm. R. Perkins	1903-1908
* Reeve, Charles F. V.	1852
Reilly, John	1872-75
* Ring, Thomas C.	1852-57
* Rogers, Daniel T.	1866-72, 1875-79
Ross, George M.	1892-96
Ross, Edward C.	1896 to Nov. 1904
Ruttenber, E. M.	1857-64, 1866-69, 1882-86
* Scott, David A.	1887-90
* Skidmore, E. T.	1877-81
* Smith, Orville M.	1856-57, 1859-64
Smith, John	1894-98, 1902-06

Smith, L. M.....	1881-89
Smith, George C.....	1897-1902
Shipp, Samuel E.....	1898-1906
* Sneed, Joseph A.....	1886-90, Sept., 1890-92
* Thayer, John S.....	1855
Valentine, John H.....	1890-92
* Van Buren, J. D.....	1883-84
Van Dalfsen, J. T.....	1883-84
* Wands, William S.....	1888-96, 1897 to Nov. 1902
* Ward, Peter	1861-66
* Westervelt, John L.	1878-82, 1886-92
Weygant, Charles H.....	Nov., 1876-78
* Williams, George A.....	1879-83
* Williams, Samuel	1856-58
* Wilson, Nicholas	1867-74
* Woolley, C. N., M. D.....	1889-96
Wilson, Jonathan D.....	Appointed to fill vacancy Jan., 1893-94, 1896-1900

* Deceased.

Presidents Since 1852.

John Beveridge	1852-57
John Forsyth, D. D.	1858-77
Abram S. Cassedy	1877-78
M. H. Hirschberg	1878-83
L. M. Smith	1883-88
M. C. Belknap	1888-92
Wm. Harrison	1892-93
Dr. C. N. Woolley	1893-96
John Smith	1896-98
Jonathan D. Wilson	1898-1900
Wm. S. Wands	1900-02
S. E. Shipp	1903-

Clerks and Superintendents Since 1852.

Nathaniel Jones	1852-57
Hugh S. Banks	1857-59
Dr. R. V. K. Montfort.....	1859-63, 1872-83, 1887-1900
E. M. Ruttenber	1863-64
Hiram A. Jones	1864-72
John Miller	1883-87
James M. Crane	1901-

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